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Junior High School *Curriculum Guide*

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HEALTH and PERSONAL DEVELOPMENT (1953 Edition)

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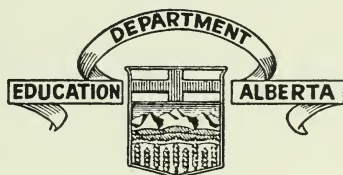
for

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DEVELOPMENT

(1953 Edition)



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1953

FOREWORD

The following changes from the 1952 edition have been made:

1. In response to the wishes of the Junior High School Curriculum Committee the series of charts dealing with scope and sequence arrangement of material and with objectives for each unit have been omitted and one over-all chart substituted. Since this edition is interim and will be revised at the end of the school year the opinions of teachers regarding the inclusion or omission of these charts is desired. These opinions can be given to the Superintendent of Schools or forwarded to the Department of Education.
2. The film list included in the 1952 edition has been deleted because it is virtually impossible to provide for either a complete or up-to-date list. The attention of teachers is directed to the catalog of the Audio-Visual Aids Branch and to the list of films available through the Health Education Division of the Department of Health. The latter list may be obtained upon request.
3. The point of view that appears at the beginning of each of the Grade VII units remains unchanged, with the exception that the Grade VII material is printed in bold face type. For the units in Grades VIII and IX the point of view for the particular grade only is given and attention is drawn to the over-all point of view preceding the corresponding Grade VII unit.
4. Objectives and activities as laid down for each unit have been carefully examined and some of the activities omitted. Teachers should bear in mind that the activities are suggestive. Class work should not be confined to those listed nor should it be felt that all the activities need to be covered.

ACKNOWLEDGMENT

The Department of Education acknowledges with appreciation the contributions of the following committee members for the preparation of this Junior High School curriculum guide for Health and Personal Development. The guide has been prepared by subcommittees on Health and on Personal Development under the guidance of the Junior High School Curriculum Committee.

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INTRODUCTION

I. THE COURSE IN HEALTH AND PERSONAL DEVELOPMENT

Nature of the Course

The course in Health and Personal Development is an attempt to incorporate into one program the principles of health education and the various aspects of group guidance that can properly be offered in the classroom situation.

Reasons for Offering the Course

- A. To provide information in the following areas:
 - 1. Health education, with particular emphasis upon:
 - (a) Physiological growth and development
 - (b) The great discoveries that are landmarks in our progress towards better health
 - (c) Scientific methods that are gradually eliminating communicable diseases
 - (d) Body structures and how they function
 - (e) The science of nutrition
 - (f) Federal and provincial public health services and their contribution to the welfare of Canadians.
 - 2. Elementary principles of mental hygiene and adolescent psychology, and the use of these principles as guides to the development of desirable personality traits.
 - 3. Group relationships of concern to the student at various age and grade levels.
 - 4. Material relating to the choice of a career with proper emphasis upon the importance of sound educational preparation.
 - 5. Material relating to study habits, to reasons for lack of progress in school, and to methods leading to school success.
- B. To provide for an organized group guidance program by:
 - 1. Centering the above information around activities arising out of the students' experiences;
 - 2. Encouraging students to make a proper appraisal of themselves in order that they eventually may realize their inherent potentialities;
 - 3. Fostering the development of wholesome attitudes.

General Objectives of the Course

Through successful teaching in this course students should be encouraged:

- 1. To acquire a sound understanding of the factors affecting physical growth and development;

2. To establish good health practices based on scientific knowledge;
3. To develop a sense of individual responsibility for personal and public health;
4. To develop wholesome, friendly attitudes towards members of the opposite sex;
5. To accept the duties and responsibilities as well as the privileges and rights of family living;
6. To become increasingly aware of the inter-acting influence of home and community and of the individual's responsibility for helping to raise the standards of community life;
7. To develop democratic practices in group relations;
8. To seek effective ways of solving personal problems;
9. To realize the value of specific vocational planning.

Special Note

Units V and VI at each grade level deal specifically with the personal problems that young people meet and with their contributions to the groups of which they are members. **Teachers must exercise judgment in selecting and handling problems relating to the home and family.** Care should be taken to see that the discussion of such topics does not encourage students to criticize either their parents or conditions in their homes. If it is felt in some schools that discussion of certain material in these areas is unwarranted, principals and teachers should feel free to omit such material, subject to the approval of their Superintendent or administrative authority. This should not be taken to mean that, if students have individual problems which they would like to discuss, the opportunity should not be given. In such cases a personal interview should be arranged with the counselor or the staff member who has been given this responsibility. In many schools the principal is provided with non-teaching periods which he can use for such interviews.

The school has no desire to infringe upon the rights and privileges of the family; the teacher should be constantly on the alert to prevent this happening. He should accept the responsibility placed in his hands that requires him to exercise tact and good judgment in presenting specific problems to his students.

Who Should Teach These Courses?

All teachers should be familiar with the objectives and aims of the course in Health and Personal Development. They should be aware of the part that they can play in encouraging sound patterns of growth, in developing a scientific attitude towards health practices and a feeling of responsibility for personal and community health.

Consideration might be given to the following suggestions:

1. The principal, if possible, should teach some of the courses in Health and Personal Development, provided his position is not purely an administrative one.
2. The courses should be assigned to those teachers with a high degree of understanding and sympathy for the pupil; that is, those with the following qualities:
 - (a) Possessing a genuine interest in young people and an understanding of the problems they face at different ages;
 - (b) Possessing initiative, imagination, and resourcefulness, and being sensitive to the needs of their students. Without these qualities there is a danger that the course will become mere verbalizing;
 - (c) Having an adequate understanding of the psychology of individual differences and attempting to apply this understanding in their daily teaching;
 - (d) Being well-adjusted to life in general and sufficiently aware of basic human needs. In this regard they should apply to the class situation rules for good mental health;
 - (e) Preferably having some special training in the fields of health, psychology, guidance and mental hygiene; at least they should understand how to apply the basic principles in these fields to their classroom teaching.
3. Teachers should not work exclusively in the Health and Personal Development field, but should offer other courses as well.

Course Organization

1. The general plan includes courses in Grades VII, VIII, IX and X with the material for each unit arranged in sequence to avoid overlapping from grade to grade. Units II, III, IV, VII, and VIII constitute the Health portion of the program.

NUMBER AND NAME OF UNIT	SUGGESTED TIME ALLOTMENT
Unit I —Educational Life: "Fitting in at School"	2-4 weeks
Unit II —Growing Into Maturity: "My Own Health"	3 weeks
Unit III —Health Heroes: "Others Help Us to be Healthy"	4-5 weeks
Unit IV —Conquest of Diseases: "On Guard Against Disease"	3 weeks
Unit V —Personality Development: "My Living Standards and Values"	6-7 weeks

Unit VI —Group Life: "Living With Others"	4-5 weeks
Unit VII —Our Physical Resources: "The Body's Growth and Repair"	4-5 weeks
Unit VIII—Accidents: Prevention and Aid: "Living Safely in a Busy World"	4-5 weeks
Unit IX —Career Planning: "My Life Work"	4-5 weeks

2. Nine units comprise a year's work with a range of from two to four periods per week in each grade. The approximate length of time for the completion of each unit is indicated but this is not intended to be prescriptive to the extent that teachers feel that the unit must be completed within the period of time suggested. It is not necessary to follow the sequence of units set forth for any one grade.
3. Each unit has the following general pattern:
 - (a) Point of view
 - (b) Specific objectives
 - (c) References for the unit
 - (d) Outline of unit
 - (e) A grid arrangement of material in two columns, "Content" and "Teaching Procedures and Suggested Activities."
4. Content

The content in each grade is developed under unit headings. Each unit is further subdivided into specific topics for each of which certain suggested activities or teaching procedures are recommended. The wording of the topics from grade to grade may suggest a certain similarity but overlapping should be reduced to a minimum because of the varied nature of the activities.
5. Activities and Teaching Procedures

Activities and teaching procedures are merely suggested as a guide to the teacher. No one offering the course should feel that he is compelled to follow the course specifically as outlined or to deal with all the activities. He should feel free to adapt them to his class by improvisation, addition, or further development. Where reference is made to a debate, for example, the teacher might feel that his class has neither the experience nor maturity to do a satisfactory job. In types of activities that are new to the students it may be necessary to explain or even to demonstrate how such activities are carried out. A brief explanation of some of these procedures will be given later in the introduction.
6. Evaluation

Evaluation makes use of all the methods and techniques for gathering evidence about student growth.

It includes not only testing but the collecting and recording of information pertinent to student development. Evaluation is a continuous process. Among other things it attempts to determine the degree of understanding that students are achieving. It also serves as a check on the effectiveness of instruction, provides the teacher with direction as to the individual needs of students, and furnishes a basis for good relations with parents. The attention of teachers is directed to the portion of the General Science program dealing with evaluation. In attempting to determine the extent of pupil development, teachers might construct some kind of rating scale or chart at the beginning of the year's work to be used throughout the year.

Grading: What procedures should be followed in allotting grades or marks to students? By what academic yardstick can one measure success or failure? The true measure is the way the student acts and the way he feels about the topics that have been discussed, and the steps he takes to improve his own health and to protect that of others. Of course, it is expected that the student's behavior will depend upon his understanding which, in turn, is based upon assimilation of knowledge. Since such knowledge is essential, testing is justified but it is only a partial evaluation of progress. Furthermore, since students are conditioned to final grades or marks and these marks have some motivating influence the teacher will need to determine the influence of their use or lack of use upon student attitude and effort. The important thing to remember in evaluating student progress is that every student in the class should have specific assignments geared to his level of ability. It is suggested that the teacher carefully organize the distribution of assignments so that everyone is given the opportunity of attempting something.

Much of the evaluation in Health and Personal Development is concerned with intangibles and will, therefore, prove rather difficult of measurement by specific gradings. The course, however, does contain much content material, especially those units and sections dealing with Health. The usual methods of grading can be applied to such areas.

7. References

References for these courses have been organized as follows:

- (a) **Primary:** This section contains books upon which the content of the course to a large extent is based. These books should be available in sufficient quantity so that students may have ready access to them. It is suggested that one copy of each of the primary references be made available at least for every two students.

- (b) **Secondary:** The books on the secondary list are arranged in order of usefulness. Copies of some of the secondary references should be available in the classroom for research purposes.
- (c) **Teachers' References:** It is felt that teachers offering the program at any or all grade levels should have the two following titles for background purposes:
Psychology for Living, Sorenson and Malm. (If a copy of Averill's *Introductory Psychology* is available the teacher may use it as an alternative).
Health Observation of School Children, Wheatley and Hallock.
- (d) **General References:** This list will consist of additional material in the form of standard references such as the *Canada Year Book*.

Flexibility of the Course

1. As stated above nine units comprise the year's work in each grade from Grades VII to X. It may prove difficult to complete all the units and care should be taken in deciding what portions of units are to be omitted. Consideration of student needs should govern to a certain extent the possible omissions. Student interest and special abilities and interests of teachers are among the other factors that may govern the selection of areas and topics. Provision has been made for the school administration to decide that certain sections of Units V and VI should be omitted from the Health and Personal Development program in its school.
2. With some classes teachers may find that a certain unit or a particular section of a unit needs emphasis or is proving of specific interest and value. They should feel free to provide for continuation of the discussion in future classes. **It might be considered desirable to provide an arrangement on the timetable whereby two of the periods per week are offered as a double period.** This would provide an opportunity for a more extensive discussion of topics, for the use of films, field trips, special speakers and experiments, all of which would be valuable in some aspects of the program.
3. The course content is designed as a guide for teachers and should be adapted to both the needs of the particular class and those of the community. This adaptation should increase pupil participation, especially if provision has been made for the setting up of a teacher-pupil planning committee. Such a committee should have its members changed frequently.

Relationship to Other Courses

The statement of objectives for the Secondary School which appears in the Handbook for the Junior High School suggests that the extent to which these objectives are achieved will depend upon

the efforts exerted by all teachers. A close relationship exists between the course in Health and Personal Development and the various subject fields; the Handbook for the Junior High School explains this relationship in general terms. It should be noted, however, that the new Literature books for the junior high school include a number of selections which provide excellent material for health teaching and personal development. When occasion is found to refer to these selections, the assistance of the Literature teacher should be obtained to determine to what extent class procedures can be correlated.

Cycling

In many schools students of Grades VII and VIII receive much of their instruction together and, since it may be desirable that the Health and Personal Development course should be treated in this manner, material for the two grades has been developed in parallel to permit cycling. For the year 1953-54 it is recommended that the Grade VIII cycle be used for the two grades.

Suggestions for Scheduling

Block scheduling of subjects on the program may present certain problems in developing the timetable. Teachers are expected to integrate the subjects in a given block to the best of their ability, endeavoring to break down the traditional barriers between subjects. Block scheduling with its integration of subject matter will allow the teacher to concentrate upon the task of meeting the needs and developing the interests of the students. Consequently, less time will be spent in having the students accumulate large masses of information in two or more isolated subject areas. The following suggestions may assist in making for more effective instruction in Health and Personal Development within the system of block scheduling.

1. For a variety of reasons some teachers will not be offering Health and Personal Development, but program blocking makes allowance for just such a situation. Those teachers can be given responsibility for a block in which one or more exploratory courses can be included instead of Health and Personal Development. It is suggested that the principal, in selecting teachers for this course, give consideration to the desirable teacher qualities listed earlier in the outline. In any school which has a guidance counselor or teachers who have had experience with the course in Health and Personal Development, they might be asked to carry on in-service training with other teachers at staff meetings the better to familiarize the whole staff with possible approaches to, and the techniques of, the course.
2. The period provided for Student Government and Associated Activities might also be placed under the direction of the homeroom teacher or the teacher of Health and Personal Development.
3. Reference has been made above to the inclusion of Health and Personal Development in a block. As suggested in

the Handbook a block consisting of Literature and Health and Personal Development, possibly supplemented by electives such as Dramatics or Art, might prove satisfactory. Again, since certain aspects of Health have a relationship to Science, it seems reasonable that consideration might be given to a block which includes these subjects.

II. METHODS

The approach suggested in the Health and Personal Development course seeks to encourage student expression in various ways with considerable emphasis on group procedures. The purpose of group guidance is to provide the opportunity for growth in individual understanding through discussion of questions of common interest to the group. Every opportunity should be taken to encourage student reading, research and reporting. Many of the activities listed under Suggested Activities and Teaching Procedures are designed to encourage individual effort. However, since certain units, more particularly Units V and VI, deal in the main with group topics, it is felt that teachers will benefit from a brief analysis of group procedures.

A. Principal Functions of Group Procedures

Every effort should be made in these courses to encourage group work, one of the major aspects of which is group discussion. Group discussion has several important functions.

1. It offers reassurance to the student by showing him that other persons are concerned with the same problems as those that concern him.
2. The reserved student observes that others are bothered with problems similar to his own and that they are willing to talk about them. He is thus encouraged to talk about his own problems, without revealing that they are his own. In this way he obtains the benefit of self-expression.
3. Since students are genuinely interested in the experiences of their own group, making these experiences the subjects and content of group discussions is an exceedingly effective way to obtain interest.
4. Since the opinions of other members of the group are usually taken with genuine seriousness, the student shares in thinking about another's problems and is stimulated to think objectively.
5. The interaction which occurs among members of a group stimulates the individual members to clarify their own thinking. The person who takes part in discussions is more active mentally than the person who simply looks on or only listens, and as a result, learns from the participation.
6. The person who is about to take part listens more carefully than he would under the lecture method; this means that attention should be continuous and keen.

7. Discussion by various members of the class serves to clarify and illustrate the topics in ways adapted to various types of minds and thus promotes serious thought on the part of most of the students, regardless of their degree of academic ability.
8. The bringing out of different points of view shows that there are two or more sides to every question and thus encourages broadmindedness and tolerance of the other person's opinion.
9. Since teen-age young people count acceptance and approval of their own groups as very important, the ideas that are agreed upon by the groups hold peculiar appeal and are very apt to lead to action.
10. Practice in participating in, and leading discussion makes one better able to present ideas before a group and so helps to train for leadership.
11. This entire process of group thinking—the comparing of ideas, the reshaping of one's own thinking to conform to the merit he sees in the ideas and ideals of others, working through a collection of individual opinions to a synthesis that is better than any single view—all of this is of the essence of the democratic process, and constitutes a basic experience in democracy.

B. Group Techniques

1. Hints for Planning Helpful Group Discussion
 - (a) Each member of the group is as important as any other. Therefore, all should take part in the planning and the discussion. This means that care should be taken not to allow a few to do all the talking. Members should also develop the art of listening attentively.
 - (b) In the planning stage, purposes and possible goals should be listed, and frequent reference made to these goals.
 - (c) Comments should be brief and to the point. A discussion is not a series of long speeches. However, reports by individual members naturally vary in length. It should be borne in mind that the discussion is a sharing of ideas, experiences and opinions about some common problems.
 - (d) Assistance should be given the chairman or discussion leader in keeping the group on the topic. Aimless rambling is undesirable.
 - (e) Some preparatory thought should be given by members to the particular topic up for discussion so that significant contributions can be made. Members must also be prepared to assume responsibility for special assignments.

- (f) Members should feel free to suggest to the leader various problems which they think the group might discuss. The problem should be one relating to the general topic and of interest to the members of the group.
- (g) It should be apparent to the officers that all members are willing to co-operate in order to make the study group sessions as helpful as possible. It is obvious that group thinking requires concentration and close attention on the part of each student.
- (h) The group should consider carefully various sources from which further information can be obtained, such as informed people, printed reference materials, etc.
- (i) Members will find it helpful to keep a notebook in which to record decisions, suggestions, and plans made as a result of group discussions.

2. The Problems Approach

The course in Health and Personal Development should be as "pupil-centered" as possible; the suggested activities to be found in each unit have been developed with this in mind. In order to encourage pupil participation every effort should be exerted to see that the activities are made real to the students. It is, therefore, suggested that the topics to be discussed be stated as specific problems.

It is desirable that pupils be trained to recognize a problem, search for facts, form conclusions, and test their judgments. As they mature and acquire practice in critical thinking, the quality of their thinking should improve.

The significance of the problems approach is seen when one considers training for the development of reflective thinking. The problem is presented, there is a searching for facts, and conclusions are tested by various types of group discussion. Facts are undoubtedly important (without them no reliable thinking can take place), but the interpretation of facts is equally important and must be emphasized in the educative process. Hence, the emphasis is upon problems to be solved and the gathering of facts leading to their solution.

3. Special Group Techniques

- (a) *The Discussion Lesson:* Probably the most useful of these techniques is the discussion lesson directed by the teacher. Here the teacher must develop a facility for questioning that will promote good group thinking. Such questioning generally results from careful planning and should aim at opening up the topic for discussion to provide for clear thinking by the class. The discussion when properly begun will encourage further questions from the group. The teacher, however, will always hold in reserve questions to be interjected as a stimulus when discussion lags. He should endeavor to prevent the students from feeling that he is occupy-

ing the center of the stage, and attempt to create the impression that he is merely one of the group.

- (b) *The Open Forum*: In the open forum the class as a whole participates under the chairmanship of a student. Students will need training if they are to function satisfactorily as chairmen. Class periods devoted to a discussion of the duties and responsibilities of chairmen should prove of value. Those who are first asked to assume this position should receive special coaching and every effort should be made to include as many members of the class as possible before the year's work is finished. Recorders or secretaries should also be appointed for the open forum sessions to sum up the results at the conclusion of the period. These minutes can be placed in a loose-leaf book for future reference by students and by secretaries prior to assuming office for a specific class session.
- (c) *The Panel Discussion*: The panel discussion is usually confined to a small group of participants (generally three to six in number) who develop the topic under discussion before it is discussed by the class as a whole. Preparation prior to class discussion of the topic by the panel will usually result in a better presentation. Each member of the panel brings forward his opinions or material in a brief period of time and, when all members have spoken each may be asked to defend what he has said. The panel is also a technique that will require instruction and practice. Pupils' attention should be drawn to the many types of forums and panels heard over the air, most of which are good examples of group thinking.
- (d) *The Symposium*: The symposium is a method in which a general topic is assigned and students are asked to present individual reports on various aspects of the topic. To insure adequate treatment it will probably be necessary to arrange that several periods be reserved since the reports of all students must be heard. A recorder should be appointed to serve until the topic is disposed of. He should be asked to submit at the beginning of each period a brief report of what was discussed in the previous session. To illustrate, a general topic such as "The Common Communicable Diseases of Childhood" (Grade VII) could be selected and individual students asked to report on one of the diseases.
- (e) *The Debate*: The debate may be used occasionally, especially if the topic to be discussed is one in which there seem to be two pronounced viewpoints evident in the class. It should prove useful as a means of impressing upon the class the value of properly thought-out argument and the need for appreciation of the other person's opinion. Steps might be taken

in conjunction with the teacher of English to produce well-planned argument in debate form on occasion. Material on debating technique and form may be obtained from any textbook or manual on English expression.

It is not intended that the foregoing explanation of special group techniques is to be considered as either authoritative or complete. The purpose is only to give an overview of each technique.

Advantages of Group Procedures

1. Training in leadership,
2. Development of a spirit of co-operation,
3. Encouragement of clear thinking,
4. Provision for self-expression.

Disadvantages of Group Procedures

The advantages listed above, unless the procedures are skilfully applied and carefully controlled by the teacher, may be outweighed by the following disadvantages:

1. Superficiality—lack of mastery of factual material,
2. Desultory discussion,
3. Futile off-the-subject discussion,
4. Domination by a few assertive pupils.

C. Other Techniques

Teachers will be well advised to check Bulletin 2 of the elementary program and the curriculum guides in General Science and Social Studies-Language for the junior high school grades to obtain suggestions relative to methods of presenting material. It should be possible for the teacher with the assistance of his pupils to plan an approach that will be both interesting and varied.

A list of possible techniques, devices and methods

1. Individual **reading**, assigned reading, and **reporting**.
2. Group and individual **projects**, such as
 - (a) Building a library of reference material from pamphlets, booklets and other references given in this course and from current periodicals and newspapers.
 - (b) Health projects related to the community.
 - (c) Preparation of simple experiments, charts, and posters to illustrate specific topics.
 - (d) Preparation of rating and self-analysis scales, growth charts, nutrition score sheets, etc.
 - (e) Correlation of course content with other subject fields; e.g., manners and customs of people in other lands with those of our own land, health problems of other nations, such as those associated with industries in tropical countries.
3. Preparation of individual and class scrapbooks. These are particularly valuable in assembling current literature on particular health topics.

4. Maintenance of bulletin boards and preparation of **display materials**.
5. **Survey of community needs**, with respect to playground facilities, safety patrols, clean up campaigns, safe water supply, etc.
6. Detailed analyses of industries, including health hazards and safety measures.
7. **Survey of local occupational opportunities** and employment trends for full or part-time employment, including summer work.
8. Use of **visiting speakers** for Student Union meetings or for job discussions and Careers' Nights, and to present special phases of the health program; e.g., staff of local Health Department might present a community health problem.
9. Use of **audio-visual material** with proper employment of student committees. (Note in Audio-Visual catalog).
10. Examination of **radio programs** for series broadcasts and special broadcasts.
11. Use of special techniques to put into action the principles read about or studied; e.g.,
 - (a) Preparation of lists of courtesies observed in the community for a limited period of time.
 - (b) Development of tolerance through special attention to customs of the various nationalities represented in the class.
12. Use of devices for social grouping where the teacher has had special training and sees the need for such groupings in the classroom situation.
13. Use of the **drama and role playing**. It is human nature to act out a part and this play-acting cannot be confined to any age group. Adults, governed by a more or less conventional code of behavior, are required to change their behavior according to the demands of the particular situation. The successful story teller is the one who can dramatize the incident he is recounting, the successful hostess always makes her guests feel at home and overlooks peculiarities of behavior, the speaker on the public platform brings his audience with him by means of various devices and techniques, long tried and proven successful. Play-acting can be applied to the learning situation as an easily understood and successful method of providing information. The class learns through interest and appreciation of the approach being used by those engaged in the portrayal. Certain topics lend themselves to this kind of treatment. The discussion of manners with attention to proper behavior in social situations should prove ideal for use of this technique. The whole field of job application and personal interviews also brings much more meaning to the students when they see the situation acted out.

Group problems of mutual concern admit of ready understanding and general discussion if portrayed before the class. In fact, almost any area suggested in these courses lends itself to such treatment. This method is called the **sociodrama**.

To make for the freedom of expression necessary to a role-playing situation the following basic principles are essential:

1. The situation must be representative of the problems of the group members.
2. The majority of the group members must want to explore the situation.
3. The teacher should be willing to have the problem explored. If he is not as enthusiastic as the students the latter may hesitate to express themselves freely or they may give the version of the problem they think he wants.

This technique can be considered as having five main steps, all of which are necessary for maximum group participation:

1. Volunteering of participants.
2. The "warming up" of participants.
3. Free ventilation of feeling and reactions of group members and the players.
4. Analysis by group members and players.
5. Summary and recommendations by group members.

In practice, these steps often merge or flow naturally into one another, and the different steps may have less or greater importance, depending upon the significance of "content" to the group members.

Certain advantages should accrue to the students who participate in such activities. The natural desire to project themselves into another situation, more or less unreal, should find ready response. With experience, many of the more reticent students can gain in confidence and in ability at self-expression. The socializing effects should lead to better understanding amongst students and many of the personality problems may be solved as a result of this more mature understanding.

Further information can be found in many of the books suggested for either student or teacher use in this course. The 1950 Yearbook of the Association for Supervision and Curriculum Development, *Fostering Mental Health in Our Schools*, contains an excellent chapter on the sociodrama.

Student Reporting

Pupils need careful direction and help in preparing, presenting, and summing up reports. The ability to give a good report is not inborn in the child. Since reporting constitutes a learning situation, the teacher must assume the responsibility for developing this skill.

It should be recognized that the unit study technique demands more teacher responsibility and effort than traditional methods.

1. Assigning the Report and Helping With Its Planning
 - (a) The pupils, with the help of the teacher, will choose report topics suited to the interest and ability level of the individual student.
 - (b) The individual assignment or report topic should be clear and limited in scope.
 - (c) The students should be directed to specific and available references. Every effort should be made to provide a variety of references.
 - (d) In the early stages of unit study learning, class time should be used in order to indicate to the students what a good report should include.
2. Presenting the Report
 - (a) The teacher should help the child to make the report "his own." If the student cannot give a report in his own words, the report is of questionable value.
 - (b) Mass copying of material from books, or memorizing text material for reports is to be avoided. If a student makes brief quotations, he should indicate this fact.
 - (c) Pupils should not be expected to copy great masses of teacher-written or pupil-written notes from the blackboard.
 - (d) Pupils may use brief notes or a summary outline to guide their talk.
 - (e) The student may write on the blackboard five or six questions which he proposes to answer in the body of his report.
 - (f) The length of a report depends on pupil ability, the topic in hand, material available, and general interest.
 - (g) Reports should be varied and informal. The formal type of introduction may be used occasionally to acquaint the students with this method; if used to excess, however, it becomes monotonous.

NOTE: The teacher should enrich the report by
(1) contributing interesting new material,
(2) stressing important points, (3) directing a summary.
3. Appraising the Report
 - (a) The teacher should evaluate the manner in which the report is presented.
 - (b) The report should be carefully evaluated for good oral expression. This should include an interesting introduction, good sentence structure, stress on main facts or points and a fitting conclusion.
 - (c) The teacher should observe carefully the class reaction to the report.
 - (d) Class understandings may be tested by means of oral questioning, paragraph writing, or objective tests.

- (e) The following questions might be posted on the bulletin board or in conspicuous chart form for constant reference by teacher, report leaders, chairmen and reporters:
- (1) Was the topic or assignment clearly defined?
 - (2) What were your sources of information?
 - (3) Did you make use of the blackboard, pictures, samples, or diagrams to make the report more vivid?
 - (4) Did you organize the topic or assignment in your own language around four or five main ideas or facts?
 - (5) Did you use correct English?
 - (6) Did you try to remember ideas rather than words?
 - (7) Did the class find the report interesting throughout?

HEALTH AND PERSONAL DEVELOPMENT—OVERALL CHART

UNITS	GRADE VII	GRADE VIII	GRADE IX	GRADE X
I	School Life	Success in School	Effective Learning	Success in High School
II	Personal Health Inventory	Patterns of Growth	Adolescence—The Bridge to Adulthood	Preparation for Family Life
III	Health Heroes	Using Scientific Knowledge	Canada's Changing Health Picture	Canada's Progress in Public Health
IV	Disease Prevention	Using the Body's Defences	Community Health	Health Protection in Alberta
V	Living Standards and Values	Living Standards and Values	Individual Development	Personality Building
VI	Group Life	Group Life	Group Life	Group Life
VII	Growth in Height and Weight	Using Our Physical Resources	Food Assimilation	One's Physical Resources and How to Use Them
VIII	Safety in the Home	Safety in the School	Safety on the Road	Safety in Canada
IX	Cornerstones of Success	Job Understanding	Education and the World of Work	Selecting a Vocation

SCOPE

III. REFERENCE LISTS

PRIMARY REFERENCES

Grade VII

1. *For Healthful Living*, Jones, Morgan and Landis (Health Reference)
2. *You're Growing Up*, Shacter, Jenkins and Bauer, or *About Growing Up*, National Forum Inc.

Grade VIII

1. *Good Health For Better Living*, Jones, Morgan and Landis (Health Reference)
2. *Into Your Teens*, Shacter, Jenkins and Bauer, or *Being Teen-Agers*, National Forum Inc.

Grade IX

1. *Study Your Way Through School*, Gerken (Life Adjustment Booklet)
2. *4-Square Planning For Your Career*, Hamrin
3. *Personality And School*, Bliss (1953-54)
4. *Health Through Science*, Charters, Smiley and Strang (revised by Rae Chittick) (1953-54).

Grade X

1. *Health For You*, Crisp
2. *Personal Problems*, Geisel
3. *How To Study*, Kornhauser

SECONDARY REFERENCES

- A. Life Adjustment Booklets** (Arranged by Units for Grades VII to X). These booklets are relatively inexpensive, and may be obtained from the School Book Branch, Edmonton. Additional titles in this series will appear from month to month and may be obtained from the School Book Branch or by writing directly to the Canadian representatives, W. J. Gage and Co., Toronto.

Unit I

Grades VII, VIII, IX and X

How To Write Better, Flesch; *Streamline Your Reading*, Witty.

Grades IX and X

High School Handbook, Bennett; *What Good Is High School*, Lindquist; *Why Stay In School*, Taylor.

Unit V

Grades VII, VIII, IX and X

Money and You, Lasser; *Where Are Your Manners*, Hertz; *Understanding Yourself*, Menninger; *Enjoying Leisure Time*, Menninger.

Grades IX and X

How to Solve Your Problems, Seashore and Van Dusen; *What Are Your Problems*, Remmers and Hackett; *What Is Honesty*, Clark; *Your Behavior Problems*, English and Foster; *How To Be A Better Speaker*, Sondel; *Growing Up Socially*, Weitzman; *Getting Along With Others*, Shacter; *Exploring Your Personality*, Henry; *You and Your Mental Abilities*, Bouthilet and Byrne.

Unit VI

Grades VII, VIII, IX and X

Getting Along With Brothers and Sisters, Ullman.

Grades IX and X

How to Live With Parents, Jenkins; *Your Club Handbook*, McDowell.

Grade X

Facts About Juvenile Delinquency, Strang.

Unit VII

Grades VII, VIII, IX and X

You and Your Health, Gallagher.

Unit IX

Grades VIII, IX and X

Baby-sitters' Handbook, Flander.

Grades IX and X

How to Get the Job, Dreese; *School Subjects and Jobs*, Schloerb; *What Employers Want*, Worthy; *Your Personality and Your Job*, Chapman; *Choosing Your Career*, Humphreys; *Discovering Your Real Interests*, Kuder and Paulson; *Our World of Work*, Wolfbein and Goldstein.

B. Other Secondary References**Grade VII**

1. *First Aid to the Injured* (1951 edition), St. John Ambulance Association
2. *Heroes of Civilization*, Cattler and Jafee
3. *Leaders in Other Lands*, Eaton, Chase and Nevin
4. Free pamphlets, Department of Health, Government of Alberta, Edmonton: *Respiratory Diseases*; *About Rheumatic Fever*; *Common-Sense Advice on the Common Cold*; *For Good Teeth*; *Your Heart*; *Posture's Important*; *Common Childhood Diseases*; *Disinfection*; *Quarantine Regulations* (chart); *Poliomyelitis*; *Health Through the Ages*; *A Formula for Child Safety*; *Absent From School Today* (communicable diseases); *Feeling Tiptop*.
5. Free pamphlets and leaflets, Nutritionist, Department of Health, Government of Alberta: *How Well Fed Are You*; *Overweight and Underweight*; *Food for the Family*; *Diabetes*; *Canada's Food Rules*; *Score Sheet for Each Day's Meals*; *Eat Right, Score High* (poster); *Growing* (Calorie Chart).

Grade VIII

First Aid to the Injured (1951 edition), St. John Ambulance Association.

Grade IX

1. *First Aid to the Injured* (1951 edition), St. John Ambulance Association
2. *One Hundred Guidance Lessons*, Endicott
3. *A Boy Grows Up*, McKown
4. *High School Life*, National Forum Inc.

5. *Planning Your Life for School and Society*, Eastburn, Kelly and Falk
6. *Living Your Life*, Crawford, Cooley and Trillingham
7. Free pamphlets and posters from the Alberta Motor Association, Edmonton and Calgary.
See also second references for Grades VII and VIII, particularly the list of pamphlets available from the Department of Health.

Grade X

1. *First Aid to the Injured* (1951 edition), St. John Ambulance Association
2. *Careers for Canadian Women*, Carriere
3. *Manners Made Easy*, Beery
4. *Discovering Myself*, National Forum Inc.
5. *Your High School Days*, Detjen and Detjen
6. *Plans for Your Future*, Detjen and Detjen
7. *How to Get and Hold the Job You Want*, Larison
8. *Living and Planning Your Life*, Newsom, Douglas and Dotson
9. *Understanding Yourself and Your Society*, Ewing
10. *This Way Please*, Boykin
11. *Canada's Health and Welfare Program*, Department of National Health and Welfare, Ottawa.
12. Free pamphlets from the Department of Health, Edmonton: *Canada's Health and Welfare Program*; *Pure Food—Safe Drugs*; *Your Health Services*; *Your Health Unit*; *Venereal Disease—What You Should Know*; *Rural Waters* (pollution, simple home filters).

TEACHERS' REFERENCES

Basic

1. *Psychology For Living*, Sorenson and Malm
2. *Health Observation of School Children*, Wheatley and Hallock.

Additional

1. *Introductory Psychology*, Averill (an alternate with *Psychology for Living*)
2. *First Aid Manual*, Canadian Red Cross Society, Calgary
3. *The Story of Blood* (free), Canadian Red Cross Society, Calgary.

GENERAL REFERENCES

Pamphlets, Papers and Publications

These are not stocked by the School Book Branch but must be obtained from the addresses listed below.

1. *Within Our Borders*, (free), Department of Economic Affairs.
2. *Your Health Services*, (free), Department of Health, Edmonton, Alberta.
3. *Health and Welfare*, Department of National Health and Welfare, Ottawa, (free).

4. Department of Health Publications, (free), Edmonton.
5. *Alberta At A Glance*, (free), Department of Economic Affairs.
6. *Canada Year Book*, Dominion Bureau of Statistics, Ottawa.
7. *Fire Prevention Education, Teachers' Manual, 1950*, Dominion Fire Prevention Association.
8. Health Bulletins, (free), Metropolitan Life Insurance Co., Toronto, Ontario.
9. Pamphlets (free), Guidance Branch, Department of Education, Edmonton:
 - Questions and Answers on Smoking*
 - Occupational Trends and Employment Opportunities*
 - Alberta Occupations Series*
 - How to Study an Occupation*
 - How to Build an Occupational Information Library*
 - The Personal Interview*
 - Hints to Interviewers*
 - Free and Low-Priced Material in the Vocational Guidance Field*
 - Outline of Degree Courses Offered by Canadian Universities*
 - Non-degree Courses Available in Canadian Universities and Special Schools.*
10. Publications on health, physical education and recreation (free) published by Physical Fitness Division, Department of National Health and Welfare, 1315 - 16th Avenue N.W., Calgary.
11. *Apprenticeship Act* (free), Director of Apprenticeship, Administration Building, Edmonton.
12. Publications (free), Alberta Safety Council, 9656 Jasper Avenue, Edmonton.
13. Junior Red Cross publications (free), Canadian Junior Red Cross, 1504 - 1st Street East, Calgary.
14. Alberta Motor Association pamphlets (free), 9905 - 101A Avenue, Edmonton.
15. Pamphlets and posters (free), Alberta Tuberculosis Association, Calgary.
16. Snellen Eye Chart (free), Canadian National Institute for the Blind, Calgary and Edmonton.

UNITS FOR GRADE VII

GRADE VII—UNIT I—SCHOOL LIFE

POINT OF VIEW

The topics and activities in Unit I deal with various aspects of school life. This unit is designed to promote better study habits, good school spirit, and positive planning for future education.

GRADE VII

This unit should help the student to adjust himself to the changes his school situation may have undergone.

In Grade VII some emphasis is given to problems arising from the transition of the student from elementary school to junior high school. He is now brought into contact with more formal subject-matter instruction. Instead of one teacher with whom he is constantly working he may now meet several and for relatively short periods of time. The student is often unfamiliar with study assignments. Discussion of study habits and skills may serve the purpose of getting him off to a good start so that he can develop sound methods of study. Even though many students will continue under a one-teacher arrangement and often with more than one grade in the same room, they will be expected to do a good deal of research in connection with assignments and will be called upon to prepare and present reports.

Students in Grade VII can benefit by participating in the activities sponsored by the Students' Union. Often the student will become a member of a Junior High School Students' Union. In some junior high schools the students in Grade VII are given the responsibility for much of the detail work relating to student-sponsored activities. The student should be aware of the part he can play in developing school spirit.

GRADE VIII

The courses in Grade VII and VIII are arranged to permit cycling in schools where the two grades receive much of their work together. Treatment of similar topics will vary according to the type of school and the maturity of the students. The material dealing with study habits bears repetition from grade to grade since the student's approach to study varies according to his maturation. The section on reading is designed not to develop reading skills but to emphasize the value of and necessity for efficient reading as a necessary part of effective study techniques. The material in this section should be correlated with the work which the English teacher is doing.* The material in the section should give the student some information about the Grade IX year and should emphasize the value of acquiring further education.

During the second year of his junior high school life the student can be expected to take a more active part in the extra-

* See also *The Junior High School Curriculum Guide for Literature, and Reading for Meaning.*

curricular program by serving on committees and by assuming more responsibility for school activities generally.

GRADE IX

Since the student in Grade IX is writing departmental examinations at the end of the year a discussion of study techniques and specific learning skills seems very appropriate. However, the final examinations are but one of the ends that such discussion serves. Through his increased maturity the student should give serious consideration to the direction that his future training will take. Using this as a goal, he may be encouraged to interest himself in effective ways of learning. If held early in the school year, a discussion of study methods should prove of some assistance to the student in approaching his assignments from day to day. The direction should be toward self-improvement and further development of specific skills. The Grade IX student should also assume more initiative in and responsibility for the development of good school spirit. He should be made aware of his responsibilities as a senior student in the junior high school.

GRADE X

This unit should attempt to make more purposeful the study methods required at this grade level. At the same time the student should be brought to see that a well-planned school program will provide opportunity for the development of extracurricular interests. He should be encouraged to appreciate the fact that further education and training will enable him to meet competition which he may face in his future life. The student should acquire some insight into clear thinking by studying motivation and emotions as they affect learning.

SPECIFIC OBJECTIVES FOR THIS UNIT

Understandings

As an outcome of the work in this unit, the student should acquire the following understandings:

1. Careful planning and hard work are important factors for success in school.
2. Good school morale largely depends upon the worthwhile participation and co-operation of all students in school activities.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities or habits:

1. The ability to plan a schedule that provides the most benefit from the time available.
2. The habit of conforming to school rules and regulations.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Willingness to participate in school activities.
2. Responsibility for doing day-by-day assignments.

REFERENCES

About Growing Up, Chapters 1, 4, 5, 7, 9, 11, 12, 13, 18, 19, 20.

You're Growing Up, Pages 144-146, 151, 152-154, 220-224.

NOTE:

As mentioned in the introduction, neither the suggested activities nor the sequence are intended to be prescriptive or limiting. As there is more material at each grade level than can be thoroughly covered in any one year, the teacher should adapt the material according to local conditions. Although a sequence of units is suggested in the introduction, the teacher may deal with the units in any order.

OUTLINE OF UNIT I

SECTION I—SCHOOL ORGANIZATION AND ADMINISTRATION

- A. How Our School is Organized
- B. Meeting the Teachers
- C. Welcoming New Pupils
- D. The Safety Patrol
- E. Rules and Regulations

SECTION II—STUDENT ACTIVITIES

- A. Extra-curricular Activities in Our School
- B. School Spirit
- C. How the Student Benefits From School Activities

SECTION III—STUDY HABITS

- A. Habits
- B. Budgeting Time
- C. How to Study Efficiently
- D. Conditions for Good Study
- E. Study in Individual Subjects
- F. How to Develop Interest and Self-motivation

GRADE VII—UNIT I—SCHOOL LIFE

(Suggested time allotment 2-4 weeks)

SECTION I—SCHOOL ORGANIZATION AND ADMINISTRATION

Content	Teaching Procedures and Suggested Activities
<p>A. How Our School is Organized.</p> <p>Reference: <i>About Growing Up</i> Ch. I, "What's New?" Ch. II, "School Service."</p>	<ol style="list-style-type: none"> 1. Discuss the significant changes in the present school organization from that of the elementary grades. 2. Appoint a committee to investigate the school program for junior high school and to report to the class on its findings. 3. List the services that the school provides.
<p>B. Meeting the Teachers</p>	<ol style="list-style-type: none"> 1. Arrange for a social gathering at which students and teachers meet informally. A hike or a picnic for the Grade VII students and their teachers might be held.
<p>C. Welcoming New Pupils</p>	<ol style="list-style-type: none"> 1. Arrange to have each new pupil introduced to the class. Brief biographies might be prepared by each sponsor.
<p>D. Safety Patrol</p> <p>Reference: <i>You're Growing Up</i> Pp. 220-224 "Something Ought to be Done."</p>	<ol style="list-style-type: none"> 1. After discussing the organization and functioning of the Safety Patrol, ask the students to prepare safety posters to emphasize the need for personal safety. 2. Invite a traffic officer, if available, to talk to the class. 3. Formulate a publicity campaign for the patrol and its rules. (See Unit VIII, Grades VIII and IX).
<p>E. Rules and Regulations</p>	<ol style="list-style-type: none"> 1. Discuss the statement, "Most rules are common sense made definite." 2. Provide a question box for queries regarding rules. (The question box is a good feature to use for various topics during the year). 3. Organize a panel to discuss specific rules and regulations. These will vary in each school. Some of the things that might be discussed are: <ol style="list-style-type: none"> (a) Procedure after being absent. (b) Loitering in the halls. (c) Entering the school after school hours.

Content	Teaching Procedures and Suggested Activities
	(d) Traffic rules on and off the school grounds. (e) Assembly procedure. (f) The purpose of the bulletin board. (g) Classroom regulations. 4. Draw up a behavior code for classrooms and corridors.

Evaluation Devices

1. Summarize by a question period possible ways of overcoming orientation difficulties that students may be experiencing.
2. Prepare a "spelling match" type of quiz on school rules and regulations.

SECTION II—STUDENT ACTIVITIES

Content	Teaching Procedures and Suggested Activities
A. Extra-curricular Activities in Our School Reference: <i>About Growing Up</i> Ch. 7, "It's Not All Book Work" Ch. 13, "The Meeting Will Come to Order" NOTE: This may be correlated with Unit VI, Section I, Topic C, "Class Organizations."	<ol style="list-style-type: none"> 1. Appoint a committee to investigate the organization and aims of the Students' Union. 2. Ask a member of the Students' Union to give a brief report of activities which are sponsored by the school. 3. Consider with the class the responsibilities and requirements of membership in the Students' Union. 4. Assign to a special committee the task of preparing an outline of the reasons for, and advantages of, extra-school activities; e.g., festivals, and track meets. 5. Have the class learn the school songs and yells and attempt to develop new ones.
B. School Spirit	<ol style="list-style-type: none"> 1. Have the class elect a committee to investigate the past history of the school. The members might list the achievements of local graduates.

Content	Teaching Procedures and Suggested Activities
<p>References: <i>About Growing Up</i> Ch. 9, "Being a Good Sport" Ch. 12, "It Belongs to All of Us" Ch. 18, "Clicking With the Public"</p> <p><i>You're Growing Up</i> p. 151, "No Fair!" pp. 152-154, "Getting Along With Your Teachers"</p>	<ol style="list-style-type: none"> 2. Form a committee to report on school traditions. They might investigate customs, school colors, and school cheers. 3. Discuss, "How we can be goodwill ambassadors in the community." 4. Provide for a panel of students to discuss the relationship of student actions to the attitude of the community towards the school. Discuss with the class the topic, "What can be done by each student to develop school spirit?" As well as discussing participation in the various activities, the students might consider whether any of the following have a relationship to good school spirit: keeping the school clean, care of school property, and cooperation with the school administration. 5. Appoint a committee of boys to consider the relationship of winning games to school morale or school spirit.
<p>C. How the Student Benefits from Activities</p>	<ol style="list-style-type: none"> 1. Organize a panel to discuss the topic, "What Student Union membership does for pupils." 2. Ask the class to determine as far as possible the effects which extra-curricular activities can and do have on the development of character and personality in the individual.

Evaluation Devices

For review purposes assign a paragraph on the topic, "How extracurricular activities affect and develop the individual."

SECTION III—STUDY HABITS

Content	Teaching Procedures and Suggested Activities
A. Habits	1. Discuss with the class the topic, "Man is a creature of habit." The extent to which habits affect us may be pointed out.
B. Budgeting Time References: <i>About Growing Up</i> Ch. 4, "Around the Clock" Ch. 19, "Comic Books" Ch. 20, "Movies and Radio" <i>You're Growing Up</i> Pp. 144 - 146, "Managing Your Time"	1. Plan with the class an outline of study time. 2. Discuss why a time-budget is important. 3. Appoint a committee to prepare a questionnaire concerning amount of time spent each week reading comic books and listening to the radio. After each pupil in the class has filled in the questionnaire, ask the committee members to compile the results and report to the class. The results should be discussed in relation to the budgeting of time. The pupils should not be asked to sign their names before handing in the questionnaire.
C. How to Study Efficiently Reference: <i>About Growing Up</i> Ch. 5, "Study Tips."	1. Divide the class into committees to make a study check list. After discussing the reports from each committee have the class combine the good points from each check list. Each student should make a copy of this final list and be asked to examine it at intervals during the year.
D. Conditions for Good Study	1. Arrange an open forum to discuss conditions for good study. A check list might be made.
E. Study in Individual Subjects	1. Apply the techniques of efficient study to various subjects. The teacher might point out methods to make study in the various subjects more interesting. Experimentation with various techniques by the class should prove beneficial.

Content	Teaching Procedures and Suggested Activities
F. How to Develop Interest and Self-motivation	<ol style="list-style-type: none"> 2. Give the class experience in preparing a short test relating to material in some school subject. 1. "Work as well as play can be interesting." A discussion on this topic could show how work can gain in interest value. 2. Ask committees to report on the following topics: <ol style="list-style-type: none"> (a) Why should I learn to depend on myself? (b) Why should I try to better my record? (c) What pleasure do I receive from doing a job well? (d) What is my procedure on assignments? (e) Will good study habits make my work more interesting?

Evaluation Devices

1. Ask each member of the class to prepare an individual time budget sheet. This should be filed in the student's notebook. At the end of two months another sheet should be prepared and significant changes noted.
2. Assign for review purposes a written paragraph on the topic, "How to Study Efficiently."

NOTE: See Note "Re Cycling" in Grade VIII course, Unit I, Section IV, "The School Program."

GRADE VII—UNIT II—PERSONAL HEALTH INVENTORY

POINT OF VIEW

This unit is designed to help the adolescent child to take stock of himself and to give him an understanding of the various changes in growth and development which are part of the normal process of growing up. There is some repetition from grade to grade but the approach and emphasis will vary with the changing interests and attitudes of pupils as they grow and develop from year to year.

GRADE VII

In Grade VII the discussions are focussed on improving one's physical efficiency and appearance by setting up standards, such as those for good posture, vision, hearing and dental health, and learning to measure oneself against these standards. Health practices that will help one meet these standards are stressed.

GRADE VIII

In Grade VIII the class studies the factors that contribute to individual differences in growth and finds out how nature produces the changes that lead to manhood and womanhood. Emphasis is placed on understanding both the physical changes and those changes in emotions and attitudes that accompany the physical changes.

GRADE IX

Grade IX children should assume much responsibility for their own health and this section is designed to help them assume this responsibility. Emphasis is placed on learning to protect oneself from disease, recognizing deviations from the normal, taking steps to improve one's appearance, and adopting a cheerful optimistic outlook towards life.

GRADE X

In Grade X the emphasis is shifted from personal health to learning how new life begins and develops. This phase of the unit emphasizes growth through an understanding of the marvellous properties of the cell, the mechanism of inheritance, the importance of parents, and the value of family life.

SPECIFIC OBJECTIVES FOR THIS UNIT

Understandings

As an outcome of the work in this unit the student should have acquired the following understandings:

1. One's appearance may affect his relationships with other people.
2. One's physique and appearance can be improved by simple care and scientific health practices.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities and habits:

1. The habit of using the information acquired in this course to improve one's everyday living.

2. The ability to read books and current health articles intelligently for information pertaining to health and growth.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Pride in good grooming and graceful, upright carriage.
2. Responsibility for finding out the scientific reasons for everyday health practices.

REFERENCES

For Healthful Living, Chapter V.

You're Growing Up, Pp. 119-126, 129-130, 136, 137, 170, 184-186, 187-188, 189-191, 195-199.

OUTLINE OF UNIT II

- A. Personal Appearance
- B. Posture and Feet
 - Effect of posture on health and well-being
 - Effect of posture on appearance of clothes
 - Effect of posture on the impression you make on others
 - Causes of poor posture
 - Check each other's posture
- C. Skin
 - A good complexion
 - Special problems in skin care
 - Skin diseases
- D. Hair and Nails
 - Relation between hair appearance and general health
 - Special hair problems
 - Appearance of healthy, well-cared-for fingernails
- E. Hearing
 - Defective hearing
 - Causes of defective hearing
- F. Teeth
 - Teeth and appearance
 - Causes of tooth decay
- G. Nose and Throat
- H. Eyes
 - Some common eye defects
 - Symptoms of eyestrain
 - Eye infections
- I. Height and Weight

GRADE VII—UNIT II—PERSONAL HEALTH INVENTORY

(Suggested time allotment—3 weeks)

Content	Teaching Procedures and Suggested Activities
A. Personal Appearance	1. List with the class some of the factors which make for a pleasing appearance.
B. Posture and Feet Effect of good posture on health and well-being Effect of posture on appearance of clothes Effect of posture on the impression you make on others Causes of poor posture Check each other's posture.	1. Discuss the importance of good posture. 2. Appoint a committee to investigate the effect of poor posture on the efficiency of muscles; on the skeleton; on internal organs. 3. Demonstrate with the assistance of students the effects of poor posture and good posture on the appearance of clothes. 4. Discuss the impression of alertness, intelligence and self-confidence created by good posture. 5. Have a panel discussion on the effects on posture of the following: fatigue, rapid growth, general health, carelessness, improper desks and chairs, disease, lack of self-confidence. 6. Use a long mirror to get front and side views and examine your posture for the following defects: forward head, round shoulders, prominent abdomen, hollow in the lower back, one shoulder higher than the other, one hip higher than other, knock knees, bow legs, toeing out, ankles turned inwards, fallen arches. 7. In groups of two or three check for good posture using the plumb-line. (a) Practice lifting weights from the floor correctly. (b) Practice walking up and down steps. 8. Examine own shoes to find out whether or not they are large enough, if they have a straight inside last and moderately low heel.

Content	Teaching Procedures and Suggested Activities
<p>C. Skin</p> <p>A good complexion</p> <p>Special problems in skin care</p> <p>Skin diseases</p>	<p>9. Discuss the effects of ill-fitting shoes, high heels, moccasin type shoe, stockings too short.</p> <p>10. Plan a set of exercises to correct postural defects.</p> <p>1. Have each pupil write a paragraph giving his opinion of what constitutes a healthy, attractive skin.</p> <p>2. Have individual pupils prepare very brief reports on the effects on the skin of (1) proper food, (2) sleep, (3) cleanliness, (4) exercise in the fresh air, (5) exposure to sunshine, (6) proper elimination.</p> <p>3. Have the class do some research and report on the causes and proper treatment of pimples, black-heads, acne, boils, moles, warts.</p> <p>4. Read to discover the causes, symptoms, and prevention of impetigo, ringworm, scabies. Stress the importance of using individual toilet articles.</p>
<p>D. Hair and Nails</p> <p>Relation between hair appearance and general health</p> <p>Special hair problems</p> <p>• Appearance of healthy, well-cared-for fingernails</p>	<p>1. Have a panel of girls discuss proper methods of caring for the hair; cleanliness, brushing, arrangement, permanents.</p> <p>2. Discuss causes of dandruff, excessive oiliness, falling hair. Develop a critical attitude towards tonics and other preparations for the hair and scalp.</p> <p>3. Demonstrate the proper method of filing the nails, pushing back the cuticle, care of hangnails. Stress cleanliness.</p>
<p>E. Hearing</p> <p>Defective hearing</p> <p>Causes of defective hearing</p>	<p>1. Test each other's hearing by use of whisper test, watch test, or audiometer where available.</p> <p>2. Have a committee report on the causes of defective hearing. Explain by means of a diagram how the ear becomes infected or injured.</p>
<p>F. Teeth</p>	<p>1. Discuss the effect of discolored, decayed or uneven teeth on the appearance.</p>

Content	Teaching Procedures and Suggested Activities
Teeth and appearance Causes of tooth decay	<ol style="list-style-type: none"> 2. Examine the teeth with a mirror in a good light for defects such as discoloration, coating of tartar, evidence of malocclusion (teeth not meeting correctly). 3. Read for causes of tooth decay—improper cleansing, poor diet, too large a percentage of carbohydrates in the diet. Stress the harmful effects of carbonated drinks. 4. Demonstrate the proper method of cleansing the teeth, and the importance of brushing teeth immediately after a meal. 5. Discuss the qualities of a good toothbrush and good dentifrices. 6. Develop a critical attitude towards advertisements for dentifrices by discussing some of the advertisements appearing in magazines.
G. Nose and Throat	<ol style="list-style-type: none"> 1. Look for signs of mouth-breathing. Make a diagram to show the position of the tonsils and adenoids. Explain their use. Discuss the harmful effect of diseased tonsils and adenoids. 2. Discuss ways of preventing colds.
H. Eyes Some common eye defects and their correction Symptoms of eyestrain Eye infection	<ol style="list-style-type: none"> 1. Test each other's eyes with a Snellen Eye Test Chart. 2. Check the class generally for symptoms of eyestrain, squinting, blinking, inflammation, watery eyes, holding book too close when reading. 3. Discuss symptoms, cause, treatment, and prevention of the spread of pink eye, styes, trachoma.
J. Height and Weight	<ol style="list-style-type: none"> 1. Begin a growth record. Use a chart that shows channels of growth. (The charts may be obtained free from Dodd, Mead and Co., Evanston, Illinois).

GRADE VII—UNIT III—HEALTH HEROES

POINT OF VIEW

This unit gives the student insight into the great problems man has faced in his efforts to conquer disease and create a healthful environment. The unit begins with the contributions of scientists in early civilizations and traces the progress made through the ages to modern times. Stress should be placed on how the various scientific and medical discoveries helped to advance civilization and improve living.

GRADE VII

In Grade VII the student learns about the beginnings of medical science and discovers the difficulties experienced by leaders in science in overcoming superstition and prejudice. The teacher may find that there is not enough time to discuss the work of all the health heroes mentioned, but the contributions of a sufficient number should be covered to develop an appreciation of what we owe to these great scientists and humanitarians.

GRADE VIII

In Grade VIII more emphasis is placed on recent discoveries that are promoting health and overcoming disease. Relationships between progress today and earlier discoveries should be pointed out, since all scientists build on the work of other scientists who have preceded them. Considerable emphasis should be given to the part played by emotional stress in causing disease, and the importance of seeking sound medical advice in all types of illness.

GRADE IX

The Grade IX section of the unit shows how scientific progress is altering our way of life, and that although we are solving many of our health problems, changes in patterns of civilization are creating new ones. A good example of a new problem is the increase in the average span of life which in turn increases the diseases of middle life and old age and creates new economic problems.

GRADE X

Unit III in Grade X discusses the benefits the people of Canada enjoy through health services provided by the Federal and Provincial Governments. Pupils should be led to see that health is much more than an individual matter and that the well-being of a nation is dependent upon the co-operative effort of all its citizens in promoting national and world health.

SPECIFIC OBJECTIVES FOR THIS UNIT**Understandings**

As an outcome of the work in this unit the student should have acquired the following understandings:

1. Man's progress toward healthful living began when he looked for natural, rather than supernatural, causes of disease and took steps to discover these causes and eliminate them.

2. Mankind has benefited from the keen minds and the persevering efforts of men and women in all parts of the world.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities and habits:

1. The ability to see the relationship between one discovery and another in progress towards the elimination of disease.
2. The ability to realize the benefits our civilization enjoys because of the great contributions of men of science through the ages.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. An appreciation of the value of the scientific method in health progress.
2. An interest in medical research and its benefits to society.

REFERENCES

Good Health For Better Living, Jones, Morgan, and Landis (Grade VIII text), Chapter VI.

Good Health, Phair and Speirs, contains excellent material for this unit.

Health Through The Ages, pamphlet, Health Education Division, Department of Health, Edmonton.

OUTLINE OF UNIT III

- A. Health Heroes of Early Civilizations
- B. Men of Science in the Renaissance
- C. Men Who Helped to Conquer Communicable Diseases
- D. The Great Humanitarians
- E. The Brilliant Discoveries of Modern Times.

GRADE VII—UNIT III—HEALTH HEROES

Content	Teaching Procedures and Suggested Activities
<p>A. Health Heroes of Early Civilizations.</p> <p>Hippocrates: Father of Medicine. Noted for close observation of patients, recorded case histories, observed healing powers of nature, stressed rest and cleanliness.</p> <p>Aristotle: Biologist, studied anatomy, dis-</p>	<ol style="list-style-type: none"> 1. Develop a time chart of the men and women who are mentioned in this section and show on it their chief contribution to the progress of health. 2. Ask the students to look up the Hippocratic Oath and to copy it into their notebooks. 3. What features of modern medical practice can you find in Hippocrates' teaching?

Content	Teaching Procedures and Suggested Activities
<p>sected many animals, laid foundation for study of heredity.</p> <p>Galen: A Greek who took advanced ideas of Greeks to Rome. Wrote many treatises on medicine which became the basis of medical study in European universities.</p>	<ol style="list-style-type: none"> 4. Appoint a committee to look up some of Aristotle's teachings in science. Evaluate these in the light of modern knowledge. 5. What influence did Aristotle's teachings have on the growth of medical science? 6. Note how early some of our modern ideas originated. 7. As you proceed with this section observe how long it took for the ideas of these leaders to grow into accepted theory or practice. 8. Summarize advances made by Greeks and Romans. Compare the methods of these peoples. Note that the Greeks concentrated on treating the individual while the Romans were the first to stress public health. Find out about the medical schools of this period.
<p>B. Men of Science in the Renaissance.</p> <p>Vesalius—the first anatomist.</p> <p>Leeuwenhoek—the early microscopist.</p> <p>Harvey—the discoverer of blood circulation</p> <p>Malpighi—discovered the capillaries and proved Harvey's hypothesis</p> <p>Lavoisier—father of the science of nutrition</p>	<ol style="list-style-type: none"> 1. Discuss the Dark Ages of Medicine: the presence of superstition, belief in alchemy, spirits, sorcery, witchcraft, a period of devastating plagues. 2. Determine with the class the reasons why the printing press influenced the progress of medicine. 3. The birth of Renaissance Art influenced medicine. Why? 4. Make a report on the influence of Galen. How did Harvey disprove some of his teachings? 5. Read the story of Leeuwenhoek's discovery. Compare the kind of microscope he fashioned with those we have today. 6. Set down the reasons why Harvey's discovery revolutionized medical thinking. 7. In what way did Vesalius' work lay the basis for modern surgery? 8. Can you find the answers to these questions: <ol style="list-style-type: none"> (a) What was the Elixir of Life supposed to do? (b) What was the Philosopher's Stone?

Content	Teaching Procedures and Suggested Activities
<p>C. Men who Helped to Conquer Communicable Diseases.</p> <p>Edward Jenner — opened the way for the elimination of the great epidemics of smallpox.</p> <p>Pasteur — originated the germ theory of disease and made the first discoveries in immunization.</p> <p>L i s t e r — father of modern surgery.</p> <p>Koch—the first bacteriologist.</p> <p>Ross — discoverer of the role of the mosquito in malaria.</p> <p>R e e d — discovered how to control yellow fever.</p>	<p>(c) What influence was exerted by the great physicists and chemists such as Galileo, Newton, Boyle, Mayow?</p> <p>9. Find out how Lavoisier resolved the enigma of respiration.</p> <p>1. Read the story of Jenner's work and prepare a class report. Is Jenner's method of vaccination the same one we use today?</p> <p>2. How is vaccine for smallpox made now? Why does cowpox protect against smallpox?</p> <p>3. Conduct a survey to find out how many in your class have been vaccinated. Why and how is vaccination provided without charge?</p> <p>4. The achievements of Pasteur, Lister and Koch are related. Conduct a panel discussion to show this relationship and why these men laid the basis for the understanding of germ diseases.</p> <p>5. Malaria is still the most prevalent disease in the world. Explain how Ross discovered its cause, and some of the difficulties in trying to eliminate it today.</p> <p>6. Reed made possible the building of the Panama Canal. Explain how and why.</p> <p>7. The Panama Canal Zone is practically free of both malaria and yellow fever today. Find out how this has been achieved.</p>
<p>D. The Great Humanitarians — Florence Nightingale, Henri Dunant, Sir William Osler, John Howard, Edward Trudeau and others.</p>	<p>1. Appoint a committee to investigate how wounded soldiers were treated before the time of Florence Nightingale.</p> <p>2. Discuss the state of nursing in Miss Nightingale's time. What was the result of her influence?</p> <p>3. Ask the students to write a paragraph on the founding of the Red Cross of today.</p>

Content	Teaching Procedures and Suggested Activities
<p>E. The Brilliant Discoveries of Modern Times</p> <p>Roentgen—X-ray</p> <p>Pierre and Madame Curie—radium</p> <p>Ehrlich—salvarsan</p> <p>Beers—mental health</p> <p>Domagk—sulfo- namides</p> <p>Banting and Best— insulin</p> <p>Fleming—penicillin</p> <p>Waksman— streptomycin</p> <p>Selye—influence of stress on disease.</p>	<ol style="list-style-type: none"> 4. Discuss the results of John Howard's work. What does the John Howard Society try to do today? 5. Find out how William Osler raised the standard of medical training. 1. Have the students read the life of Madame Curie. Discuss some of her difficulties. 2. Stress the importance of the Curies' discovery in the light of modern uses of radium. 3. Read and report on Roentgen's discovery. List the uses of the X-ray today—both in medicine and in industry. Discuss some of its dangers. 4. Clifford Beers started the modern mental hygiene movement. Appoint a committee to investigate this movement. 5. Compare the work of the two great chemists, Ehrlich and Domagk. 6. Banting was one of the first to discover the importance of chemical messengers in the body. Assign for study his life and work. 7. Have students report on Fleming's discovery of penicillin and Waksman's discovery of streptomycin. 8. Hans Selye, working in the University of Montreal, has shown the effect of stress on the body and has contributed to our knowledge of ACTH and Cortisone. Have the class look for magazine or newspaper articles about his work.

GRADE VII—UNIT IV—DISEASE PREVENTION

POINT OF VIEW

In the preceding unit students studied the general progress that has been made in overcoming disease and in promoting health. In this unit the students study specific communicable diseases that are commonly found in Canada and particularly those that attack young people. Health authorities feel that these diseases could be wiped out if people were better informed on how these diseases are spread, the value of immunization, and the health services available to the public. This unit is designed to cover these areas.

GRADE VII

In Grade VII emphasis is placed on the common cold and other respiratory infections that are so prevalent in schools. In fact, the National Committee for School Health Research found in its study of absenteeism among school children that respiratory infections accounted for one-half the days lost for medical causes. Rheumatic fever is considered here because it usually begins with a form of respiratory infection. The seriousness of rheumatic fever should be stressed since it frequently attacks persons in this age group.

GRADE VIII

In Grade VIII the students study the various ways in which the body can protect itself against disease and the measures each individual can take to assist the body's protective mechanisms. Emphasis should be given to the various factors that make disease an individual affair, that is, why one person reacts differently from another with the same infection.

GRADE IX

In Grade IX the emphasis shifts from personal protection from infectious diseases to what the individual can do to prevent the spread of communicable diseases at home, in the school, and in the community. Students should develop a watchful and critical attitude towards practices that spread disease germs, and should acquire a high sense of responsibility in carrying out measures that will protect others. Students should be aware of steps being taken by their local health department to prevent the spread of disease.

GRADE X

At the Grade X level the student finds out what responsibility is assumed by the Provincial Department of Health in protecting people from communicable diseases. It is important to make students aware of the various ways in which their own community benefits from provincial services and what part the community's local health services play in assisting the Provincial Department of Health.

SPECIFIC OBJECTIVES FOR THIS UNIT

Understandings

As an outcome of the work in this unit the student should have acquired the following understandings:

1. Colds can be serious infections and cause much distress and loss of time and money.
2. Most of the communicable diseases of childhood can be prevented by individual health practices and public health measures.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities or habits:

1. The ability to recognize how communicable diseases are acquired and to take precautions to protect oneself and others.
2. The skill required to accept scientific information regarding communicable diseases and to use it to advantage in one's daily living.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Interest in learning how to avoid communicable diseases.
2. Appreciation of one's responsibility to protect others from disease.

REFERENCES

For Healthful Living, Chapters VI and VII.

Pamphlets, Health Education Division, Provincial Department of Health, Edmonton:

Respiratory Diseases

Common Childhood Diseases

Disinfection

Quarantine Regulations

OUTLINE OF UNIT IV

SECTION I—PREVENTION OF COLDS

SECTION II—OTHER DISEASES THAT GAIN ENTRANCE THROUGH THE RESPIRATORY TRACT

- A. Disease of the Lungs
- B. The Common Communicable Diseases of Childhood
- C. The Protection Offered by Vaccination and Inoculations
- D. Alberta's Quarantine Regulations
- E. Public Health Personnel
- F. Rheumatic Fever

SECTION III—PROTECTION AGAINST SKIN DISEASES

GRADE VII—UNIT IV—DISEASE PREVENTION

(Suggested time allotment 3 weeks)

SECTION I—PREVENTION OF COLDS

Content	Teaching Procedures and Suggested Activities
<p>A. Colds are costly and wasteful. They are responsible for the greatest loss of time from school and work. Authorities estimate the cost of colds to Canadians at 20 million dollars a year in lost wages, reduced production and cost of medical care and drugs. A survey of absenteeism in Canadian schools showed that half the absences for medical reasons were caused by respiratory infections.</p> <p>B. Colds cause much misery and often pave the way for other diseases, such as influenza, pneumonia, and rheumatic fever. A baffling virus is believed to be the cause of colds; other germs follow in the wake of the virus.</p> <p>People differ in their ability to resist the organisms that cause colds. Factors that influence one's resistance are age, fatigue, chilling, crowding, diet.</p> <p>The seasonal nature of colds: factors that tend to make colds more prevalent in cold weather.</p>	<ol style="list-style-type: none"> 1. If possible obtain a copy of <i>Absenteeism in Canadian Schools</i>, Canadian Education Association, Toronto, and compare the loss of time from various causes. 2. Form a committee to study causes of absenteeism in your classroom or school. Try to determine days lost from colds and other respiratory infections. 3. Study a chart or diagram of the respiratory system to discover why colds may lead to ear and sinus infections. 4. Discuss possible complications of other infections following colds. 5. Have a group find out all they can about the nature of the virus and how viruses differ from bacteria. 6. Discuss the meanings of "host resistance" bringing up such questions as why fatigue causes colds, why it is easy to catch a cold in a theater or any crowded room, what conditions in your classroom spread colds, why eating a lot of sweet food tends to cause colds, whether cold is necessarily a factor in colds. Mention the fact that isolated areas in the north are not troubled with colds except when visited by somebody from the outside. 7. Examine with the class the following questions: <ol style="list-style-type: none"> (a) What is meant by "host-virus equilibrium?" (b) Does a carrier have this equilibrium? (c) What upsets the balance?

Content	Teaching Procedures and Suggested Activities
<p>C. Catching a cold from yourself and catching one from other people. Flourishing handkerchiefs spread germs; sneezing can send droplets containing virus forward at rate of 100 miles an hour.</p>	<p>8. Set down the factors that make colds more prevalent in cold weather. Relate these factors to children's environment in school and at home and to the nature of their activities in winter and summer.</p>
<p>D. What to do to prevent colds: protect others by staying home for a few days when you have a cold. Colds are most contagious during their early stages. Look after yourself by going to bed, drinking plenty of liquids, having foods and drinks high in Vitamin C, using handkerchiefs that can be burned.</p>	<p>9. Compare the amount of protective foods eaten in winter and in summer. List cheap protective foods, such as canned tomatoes, raw cabbage, milk, etc., that are readily available in Alberta in the winter.</p>
<p>Helping to prevent colds from spreading in the family: use of one's own towel, best ways to wash dishes, careful habits.</p>	<p>10. Discuss the fact that you may frequently have viruses in your nose and throat that will cause a cold if conditions are right. What are these conditions? Demonstrate correct ways to hold a handkerchief and proper method of blowing the nose. Discuss use of proper handkerchiefs and best methods of disposing of them.</p>
<p>E. Treatment of colds.</p>	<p>11. Analyze factors in your school routine that may spread colds; e.g., dusty classrooms or gymnasium, use of common towels; poor lunches.</p>
	<p>12. Discuss some of the experiments that have been made in the treatment of colds, such as those at Salisbury in England.</p>
	<p>13. Sum up what has been learned about colds by setting down some simple rules to keep colds from spreading in one's family. Up to the present, authorities have found no medicine that prevents or cures a cold. Drugs may make a person more comfortable but do not hasten the time of recovery. Home medications or drugs taken without medical advice are likely to do more harm than good.</p>

SECTION II—OTHER DISEASES THAT GAIN ENTRANCE THROUGH THE
RESPIRATORY TRACT

Content	Teaching Procedures and Suggested Activities
<p>A. Diseases of the Lungs: tuberculosis, pneumonia, bronchitis.</p>	<ol style="list-style-type: none"> 1. Discuss the meaning of pneumonia. Show by graph that deaths from pneumonia are decreasing in Canada. Explain the reasons for this. 2. Send to the Alberta Tuberculosis Association for free literature on tuberculosis. <ol style="list-style-type: none"> (a) Discuss what Alberta is doing to prevent the spread of tuberculosis. (b) Find out what is done with the money raised through the sale of Christmas seals.
<p>B. The Common Communicable Diseases of Childhood: measles, mumps, whooping cough, diphtheria, scarlet fever.</p>	<ol style="list-style-type: none"> 1. By means of graphs or tables show the relationships of the common communicable diseases as to prevalence and as a cause of mortality. (Figures may be obtained from Annual Report of the Public Health Department or from the <i>Canada Year Book</i>.) 2. Discuss why these diseases are called childhood diseases. Show why they are spread in much the same way as colds. 3. Have a student prepare a report on some of the recent findings with respect to poliomyelitis. Bring out uncertainty in respect to the method of acquiring this infection.
<p>C. The Protection offered by vaccination and inoculations.</p>	<ol style="list-style-type: none"> 1. Make a chart showing the diseases for which one may be protected by vaccination or inoculation and the best age for this protection. What is meant by booster doses? 2. Have each child make a list of the childhood diseases he has had and those for which he has been immunized. 3. Ask the public health nurse in your district or school to tell you about the value of immunization.

Content	Teaching Procedures and Suggested Activities
D. Alberta's Quarantine Regulations.	1. With the help of a chart (published by Provincial Department of Public Health) discuss the differences in quarantine regulations for various diseases.
E. Public health personnel. The public health personnel who help to prevent the spread of these diseases in the community.	1. Find out what service the Provincial Health Department gives every community in preventing the spread of communicable diseases. 2. Discuss the work of your local health department in helping to prevent the spread of these diseases.
F. Rheumatic Fever. The seriousness of rheumatic fever which may follow nose and throat infections. Chorea or St. Vitus's Dance may be manifestations of rheumatic fever. <i>For Healthful Living</i> , pp. 180-182.	1. Discuss the nature of rheumatic fever, the factors that predispose a child to the infection and the dangers to the heart, and how the heart may be protected.

SECTION III—PROTECTION AGAINST SKIN DISEASES

Content	Teaching Procedures and Suggested Activities
A. Some skin diseases are not communicable but are caused by allergies, e.g., eczema, or by nervous tensions and faulty diet; e.g., lack of vitamin B2 will make dry cracks at the corner of the mouth. Skin diseases such as ringworm, scabies, and impetigo can spread quickly through a school.	1. Discuss the common methods of spreading skin diseases in school. Emphasize the importance of consulting a doctor and getting the correct treatment at once. 2. Make a class portfolio on the common communicable diseases, this portfolio to be used as a reference.

GRADE VII—UNIT V—LIVING STANDARDS AND VALUES

POINT OF VIEW

Personality is an inclusive term which refers to the growth and behavior of the individual as a whole. It may be thought of as the whole person in action. Personality has its roots in the past, and is in the continual process of "becoming." While personality refers to the totality of human feeling and behavior, character is commonly employed as a term applying to behavior for which society has organized legal, ethical, or religious standards. As such, character is closely associated with the code of living or philosophy of life which an individual develops. The foundations of character lie in human heredity, intelligence, and experience. Therefore, the participation of students in activities having potential character building values is one of the most effective means of developing character in young people.

The day-by-day experiences of the child mold his personality. We do not teach personality but, by class discussion, are able to assist the student to become a better person by helping him to evaluate his daily behavior. Much of the discussion in class and the research work in committees should result in the students becoming aware of the good qualities that one should possess.

The student should be encouraged to develop individual standards and ideals which will help him to take a stand against wrong-doing. The student should be concerned with the study of the self and the relationships which determine the role of the individual in the group. Popularity based on superficial ideas should be discouraged. The teacher should avoid moralizing; rather, he should guide, with kindness and tact, the discussion of the students so that they themselves will arrive at a satisfactory understanding.

Desirable behavior traits are based upon an acceptable code of living and upon wholesome attitudes. Considerable emphasis should be placed on the development of true values, the wise choice of goals, the importance of standards, and the need for faith in ideals. That is, it is hoped that students will develop attitudes that will help them to live a good life.

Teachers should recognize that the student in early adolescence feels that he must be accepted by his fellows and tends to conform to their wishes. At the same time, the student should be led to appreciate that popularity for its own sake leaves much to be desired. Therefore, adult guidance should be kindly, unobtrusive, and yet helpful to the student in the development of his own standards. The young adolescent needs to be both dependent and independent. He needs many opportunities to make decisions for himself, and at the same time needs some assurance in his own mind of security. The teacher must also realize that the physical development of the adolescent is accompanied by emotional changes which, at times, flare into open revolt against established custom.

Physical energy is expressed in many ways by the adolescent. The interests of girls at this age are very dissimilar to those of

boys at the same age. On the one hand, young adolescents have a strong interest in philosophical, ethical and religious problems, and on the other hand they return to habits of the younger child. Fear of ridicule and of being unpopular, oversensitiveness, self-pity, assertion of independence from the family—these are real problems. The student will gain comfort by realizing that many of his "big" problems are common to all young people. This should result in a more balanced person, one who feels his worth as an individual and as one of the group.

GRADE VII

The Grade VII student may find it difficult to think through cause-and-effect relationships, and care should be taken to see that group techniques are developed around the everyday experiences of the students. In later grades many of the topics are expanded to include broader concepts. The teacher should confine the material to the Grade VII level so there will be progressive stages of difficulty in each succeeding grade.

GRADE VIII

The Grade VIII unit brings up for consideration qualities that have a bearing on the kind of person one becomes. The understanding that good character is the individual's most important asset should be stressed as an outcome of the unit. There should be growing understanding of the good qualities that one should possess.

GRADE IX

A short statement relating to the development of personality can do little more than draw attention to the usually accepted components of personality. However, the relationship of character to personality should be stressed in Grade IX. The student should fully realize his responsibility for developing his character as part of his personality. Along with this the student should be made fully aware of the importance of formulating a philosophy of life which will influence his daily behavior.

GRADE X

The term "personality" should be discussed in its total sense with emphasis on the relationship of standards and character to the behavior of the individual. By discussing the various factors that influence personality and behavior, the developmental aspect can be clearly illustrated.

NOTE:

The teacher must be careful to discourage excessive introspection. The idea should be conveyed that "big" problems are really common to all young people and are not unique. The development of each topic should be carried out in such a manner as to avoid embarrassment to any individual student through identifying personal problems with a special individual, criticizing the student for his ideas, or bringing the home or his family into class discussion. The teacher should be genuinely concerned with the personal problems of the individual student but these problems should be discussed in private or the matter referred to the school counselor.

SPECIFIC OBJECTIVES FOR THIS UNIT

Understandings

As an outcome of the work in this unit, the student should have acquired the following understandings:

1. Religious beliefs and long-range goals affect one's daily life.
2. Worthwhile values are derived from association with others.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities or habits:

1. The ability to distinguish between acceptable and non-acceptable behavior.
2. The habit of using good manners and showing courtesy at school functions.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Co-operation by displaying a willingness to consider the rights and feelings of others.
2. Willingness to be a co-operative family member.

REFERENCES

About Growing Up, Chapters 2, 3, 6, 10, 16, 17, 24-28, 30.
You're Growing Up, Pages 50-66, 88-106, 110-143, 155-157, 165-169.

OUTLINE OF UNIT V

SECTION I—THE INDIVIDUAL

- A. Individual Assets
- B. Appearance Is Important
- C. Courtesy
- D. Manners Count
- E. Individuality

SECTION II—GROWING UP

- A. Belonging to the Crowd
- B. Acceptance by Peer Groups
- C. The Desire for Independence
- D. Controlling Oneself

SECTION III—STANDARDS INFLUENCE PERSONALITY DEVELOPMENT

- A. Behavior in Different Situations
- B. Developing Self-confidence
- C. Values and Goals

SECTION IV—GETTING ALONG WITH OTHERS

- A. Membership in the Family
- B. What Parents Do for Us
- C. On Being a Friendly Person
- D. Relationships With Others

GRADE VII—UNIT V—LIVING STANDARDS AND VALUES

(Suggested time allotment 6-7 weeks)

SECTION I—THE INDIVIDUAL

Content	Teaching Procedures and Suggested Activities
<p>A. Individual Assets. References: <i>About Growing Up</i> Ch. 24, "Give Yourself a Break" <i>You're Growing Up</i> P. 62, "Understanding Yourself"</p>	<p>1. Discuss with the class the importance of appraising individual assets. Students might discuss the assets which could be derived from the following: health, home training, school training, religious training, and community experiences. (See Unit II and Unit VII, Grade VII.)</p>
<p>B. Appearance Is Important: References: <i>About Growing Up</i> Ch. 25, "How Do I Look?" <i>You're Growing Up</i> P. 119, "That's Just What I Want to Know" Pp. 120 - 122, "Why Appearance is important" Pp. 123-126, "Cleanliness comes first" P. 127, "Some helpful hints for girls" Pp. 127, 128, "Choosing becoming clothes" Pp. 129, 130, "Caring for your hair" Pp. 131, 132, "What about makeup?" P. 133, "Some helpful hints for boys" P. 133, "Your main problem" Pp. 134, 135, "What clothes can do for you" P. 136, "What Do You Think?"</p>	<p>2. Ask the students to give examples of ways to develop individual assets, as well as examples of things that will affect these assets adversely.</p> <p>1. Arrange a series of pictures portraying people in colorful dress, drab dress, smiling cheerful appearance, mournful appearance, and so forth. Ask the students what opinions they have formed of the personality of each individual portrayed, giving their reasons. Discuss the validity of this means of describing an individual's personality. (The teacher can correlate this sub-section with the sub-section on "Appearance" found in Unit II, Section A.)</p>

Content	Teaching Procedures and Suggested Activities
<p>C. Courtesy</p> <p>Reference: <i>About Growing Up</i> Ch. 26, "Courtesy Counts"</p>	<ol style="list-style-type: none"> 1. In class discussion, ask students to give examples of courtesy. Lists of courteous habits which should be followed at school, home, church and social gatherings may be compiled. 2. Set up a courtesy committee to report on instances of exceptional examples of courtesy. These reports can be followed by discussion of ways and means of improving courtesy. 3. Use role-playing to illustrate situations displaying courtesy and discourtesy.
<p>D. Manners Count</p> <p>References: <i>About Growing Up</i> Ch. 27, "Minding Our Manners"</p> <p><i>You're Growing Up</i> P. 165, "What Should I Do?" Pp. 166 - 168, "The courteous things to do and say" P. 169, "Test your social 'know how'."</p>	<ol style="list-style-type: none"> 1. Arrange for dramatizations of introduction of schoolmates to older persons and to parents and friends. 2. Using a quiz box, ask each student to contribute questions about manners which are of concern to him. These questions may be answered by class discussion. 3. Have the class prepare lists of rules to follow in social situations. This may be accompanied by discussion on the topics: <ol style="list-style-type: none"> (a) "Being natural" (b) "Rules of behavior are a means to an end." 4. Organize a panel to discuss the topic, "Acceptable street behavior." (See Unit VIII, Grades VII and VIII.) 5. Appoint a student committee to write and present a short play on a situation arising out of the use of good and/or poor manners. 6. Develop with the class a list of customs that can be considered typical of Canadians.
<p>E. Individuality.</p> <p>Reference: <i>About Growing Up</i> Ch. 28, "Acting Natural."</p>	<ol style="list-style-type: none"> 1. Arrange for a group of students to interview a minister, one or two parents, a storekeeper, another teacher, and a policeman in order to try to find out how these people

Content	Teaching Procedures and Suggested Activities
	<p>judge the character of another individual and what it is that is judged.</p> <p>2. Assign the following topic sentences for development into paragraphs:</p> <p>(a) "It is not possible for me to look or to act exactly like someone else, but have I the courage to be myself?"</p> <p>(b) "Is it easier to do something suggested by another person or to do what I know is right?"</p>

Evaluation Devices

1. Prepare a rating scale on the features of good grooming. Have the students rate themselves. The student should not be asked to show his rating to other students.
2. Give a short answer test on manners.
3. Assign for review purposes a paragraph on the topic, "How individual assets differ."

SECTION II—GROWING UP

Content	Teaching Procedures and Suggested Activities
<p>A. Belonging to the Crowd. References: <i>About Growing Up</i> Ch. 17, "Clicking with the crowd" <i>You're Growing Up</i> Pp. 54, 55, "Your social needs."</p>	<ol style="list-style-type: none"> 1. The teacher can introduce this section by explaining to the class how families and clans developed in ancient times. Attention can be drawn to the point that all of us are members of several groups. 2. Discuss with the class the following topics: <ol style="list-style-type: none"> (a) "Why I like to be in a group." (b) "The relationship of personal standards to membership in a group."
<p>B. Acceptance by the Peer Group.</p>	<ol style="list-style-type: none"> 1. Ask the pupils to list a number of things which they consider necessary in order to be respected and liked by other boys and girls of their own age. Discuss this list and ask the pupils to judge the value of each item listed.

Content	Teaching Procedures and Suggested Activities
	<ol style="list-style-type: none"> 2. Friendliness, a sense of humor, good sportsmanship, skill in a sport, a talent in music, and consideration of others are some qualities that help a person to be popular. Divide the class into six groups (one for each of these qualities) and plan round table discussions. Have the students discuss how each quality helps to make people "get along" with the crowd and give examples of how they have seen it work. Ask the chairman of each group to summarize the discussion. 3. Determine with the class the need for standards for a group to follow. It should be pointed out that popularity is not necessarily a good yardstick. Obtain class reaction to the statement, "It is better to be right than to be popular." 4. Have the class produce composite pictures of what they consider as "The Ideal Boy" and "The Ideal Girl."
<p>C. The Desire for Independence.</p>	<ol style="list-style-type: none"> 1. Have the class draw up lists under the headings: Independent-Dependent, to show ways in which each pupil feels that he is independent of, or dependent on his family. 2. Discuss with the class traits of character which assist an individual to develop a sense of independence. The class might discuss the value of responsibility and initiative in doing little jobs. 3. Arrange for a panel to discuss the following question: "Can we be entirely independent of others?" The discussion should be carefully summarized by the teacher with the assistance of the class.
<p>D. Controlling Oneself. References: <i>About Growing Up</i> Ch. 10, "Keeping My Word."</p>	<ol style="list-style-type: none"> 1. Discuss with the class how members of their age group lose control of their emotions in the following areas: sports, the classroom, at the theater, at home. The discussion

Content	Teaching Procedures and Suggested Activities
<p><i>You're Growing Up</i> Pp. 65, 66, "I Hate Waiting Around." P. 92, "You Can't Back Out Now." P. 96, "Handling Other Feelings that Trouble You." Pp. 96-99, "Feelings of Anger." Pp. 100-102, "When You are Afraid." Pp. 103-106, "Learning to 'take' Failure."</p>	<p>should point out that certain actions indicate loss of self-control.</p> <ol style="list-style-type: none"> 2. Appoint committees to examine and report on the following topics: <ol style="list-style-type: none"> (a) "Control of troublesome feelings." (b) "Anger is a dangerous master." (c) "Waiting around." (d) "When you are afraid." (e) "Learning to take failure." 3. Summarize the discussion by having the class develop a list of possible and desirable rules for controlling emotions.

Evaluation Devices

1. For review purposes assign a paragraph using the following topic sentence, "It is important for me to think and act for myself."

SECTION III—STANDARDS INFLUENCE PERSONALITY DEVELOPMENT

Content	Teaching Procedures and Suggested Activities
<p>A. Behavior in Different Situations. References: <i>You're Growing Up</i> Pp. 50, 51, "Why Does He Act That Way?" Pp. 52, 53, "There's Always a Reason." Pp. 56 - 61, "Your Needs Influence Your Behavior."</p>	<ol style="list-style-type: none"> 1. Discuss with the class the meaning of the term, "behavior." 2. Consider examples of different behavior in different situations. The teacher can ask the class to consider the reasons for such behavior. 3. Assign for paragraph writing the following topics: <ol style="list-style-type: none"> (a) "Why does he act that way?" (b) "Will present behavior affect my future behavior?" (c) "The bully is a poor sport." (d) "Why is discipline necessary?" (e) "What is meant by self-discipline?"

Content	Teaching Procedures and Suggested Activities
<p>B. Developing Self-confidence. Reference: <i>You're Growing Up</i> Pp. 93, 95, "Those self-conscious feelings."</p>	<ol style="list-style-type: none"> 1. Arrange to have a panel discussion on the topic, "What is the relation of self-consciousness to self-confidence?" 2. Ask the students to give examples of behavior that indicate self-confidence.
<p>C. Values and Goals</p>	<ol style="list-style-type: none"> 1. The question of the student establishing goals for himself can be introduced by comparing living experiences with a game of hockey or basketball. That is, without a goal before you at which to aim, a game of hockey becomes purposeless; so it is with life. The teacher can bring out the importance of establishing and reaching of immediate goals in order to work successfully towards bigger goals. 2. Consider with the class examples of immediate goals and long-range goals. 3. With the assistance of the class list in the form of a ladder steps which lead to the achievement of goals. 4. Arrange a panel discussion to deal with the topic, "The relation of goals to the kind of person I want to be." 5. Ask the class to determine, if possible, the life goals of each of the following: Lincoln, Churchill, Beethoven, Nightingale, Joan of Arc, Livingstone, Pasteur, John Howard, Henri Dunant, Ralph Bunche. 6. Assign to the class or committees the task of investigating the following: <ol style="list-style-type: none"> (a) Why people worship. (b) Ways in which people express their religion other than in worship. (c) The minister, the priest, or the rabbi does good in many ways. (d) How religious teachings relate to behavior.

Content	Teaching Procedures and Suggested Activities
	<p>7. Discuss the following topics:</p> <ul style="list-style-type: none"> (a) Practicing the "Golden Rule" is one of the best ways of achieving happiness. (b) Religious and ethical beliefs affect one's daily life. (c) Conscience—do I listen to it? (d) Why do people go to church? (e) Services of the church.

Evaluation Devices

1. Use a rating scale containing items related to various aspects of behavior and ask each student to assess himself in terms of the scale. The teacher could also evaluate each student according to the scale but the two scales should not necessarily be compared. A five-point scale should prove suitable.
2. Assign for review purposes a paragraph on the topic, "The differences between immediate goals and long-range goals."

SECTION IV—GETTING ALONG WITH OTHERS

Content	Teaching Procedures and Suggested Activities
<p>A. Membership in the Family.</p> <p>References:</p> <p><i>About Growing Up</i></p> <p>Ch. 16, "Understanding Parents"</p> <p>Ch. 30, "Home Responsibilities"</p> <p>Ch. 6, "Busy Line."</p> <p><i>You're Growing Up</i></p> <p>Pp. 138, 139, "What a Family"</p> <p>Pp. 140, 143, "Getting Along with Your Family."</p>	<ol style="list-style-type: none"> 1. Discuss with the class in general terms how children can get along with other members of the family, and hence add to the happiness of the home. The discussion should be so directed as to encourage in the student a willingness to co-operate and assist in every way at home. 2. Provide for class discussion of the following topics: <ul style="list-style-type: none"> (a) Who should decide what program is to be heard when there is only one radio in the family? (b) Do you think it is "sissy" for a boy to wash dishes, wheel a baby carriage, or perform other duties about the home?

Content	Teaching Procedures and Suggested Activities
<p>B. What Parents Do for Us.</p>	<p>1. The class should discuss in general terms the care and services rendered by parents in directing the activities of children. The discussion should be directed towards appreciation of and respect for the efforts made by their parents.</p>
<p>C. On Being a Friendly Person.</p> <p>References: <i>About Growing Up</i> Ch. 2, "How Can I Make New Friends?" <i>You're Growing Up</i> P. 88, "She Used to Be My Best Friend" P. 89, "Why Friendships Change" Pp. 110, 111, "Why Don't They Ask Me?" Pp. 90, 91, "Building New Friendships" Pp. 112-114, "Making and Keeping Friends" Pp. 115, 116, "Why are Some People Not Liked."</p>	<p>1. Consider with the class the qualities which they look for in a friend. Ask each student to write out a list of qualities to hand in to an elected committee. Then have the committee report its findings.</p> <p>2. Discuss the following topics:</p> <p>(a) "Why friendships change." (b) "Causes of misunderstanding between friends." (c) "Ways to avoid misunderstandings." (d) "Friendship with older persons."</p>
<p>D. Relationships With Others.</p> <p>References: <i>About Growing Up</i> Ch. 3, "Getting along with Teachers." <i>You're Growing Up</i> Pp. 63, 64, "Understanding Others." Pp. 117, 118, "Getting Along With Others is Important" Pp. 155-157, "Getting Along With Your Teachers."</p>	<p>1. Dramatize a specific situation to show the necessity of "give and take" in relationships with others.</p> <p>2. Discuss with the class how each individual can improve his relationship with others by realizing that he must be prepared to contribute as much to the group as he receives. Specific examples should be used.</p>

Evaluation Devices

1. For review purposes ask each student to prepare a list of duties and responsibilities that children have at home. They might be listed on a dual basis:
 - (a) Those duties which they do without being asked.
 - (b) Those duties which they never do without being asked.
2. Have the class summarize the discussion on friendship by writing a paragraph on the topic, "How to be a friendly person."

GRADE VII—UNIT VI—GROUP LIFE

POINT OF VIEW

From the earliest period in the life of a child various environmental factors play their stimulating role in the development of the individual. At the very young ages parental influences are the strongest. The home is one of the most powerful transmitters of the culture of the group. By the time the child starts school a host of other environmental influences are crowding in upon him. The most important of these are the school, the church, associates and recreational activities. Closely related to the influence of the home is that of associates. As the child reaches pre-adolescence his groups become increasingly important to him. Intimate companions greatly influence his conduct. A closely related problem is that of the effect of group standards. These standards developed by the group affect the moral outlook and behavior of all its members.

The improvement of individual conduct is largely dependent upon the total group and the spirit which welds it together. When improvement in behavior takes place in school, it seems to be contingent not upon length of attendance but upon child-teacher relations, class morale, and special emphasis upon character and citizenship training. The most successful schools in the field of moral concepts and training are those which emphasize the needs of the child as an individual, which provide guidance and opportunity for development of social skills and attitudes, and which establish a partnership with the home. Nature provides the foundations for striving and the potentialities for development. The activities of the school should provide opportunities for young people to practice desirable responses with satisfaction and to make such generalizations therefrom as will encourage the application of their learning in other situations.

GRADE VII

The concept of the group is introduced to the Grade VII students. Care should be taken to develop the specific activities around real experiences.

GRADE VIII

The student in Grade VIII should be encouraged to appraise his groups. The importance of using critical judgment to determine individual behavior in a group should be stressed. This unit affords the student the opportunity of examining his relationships with the groups to which he belongs.

GRADE IX

The meaning of the word "group" should be enlarged and the Grade IX student should be encouraged to evaluate his behavior in terms of community welfare.

GRADE X

This unit should provide an opportunity for more extensive citizenship training by analyzing the possible contributions that groups can make towards school and community activities. Discussion should encourage self-examination by the individual so that he is disposed to look at his own contribution in terms of its effect on the group.

SPECIFIC OBJECTIVES FOR THIS UNIT**Understandings**

As an outcome of the work in this unit, the student should have acquired the following understandings:

1. The actions of the individual in the group should be governed by worthwhile standards.
2. Organized groups provide an opportunity for worthwhile use of leisure time.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities or habits:

1. The ability to distinguish between his responsibility to his groups and to himself.
2. The habit of helping others.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Responsibility for his actions as they relate to the welfare of himself, his groups, and society in general.

REFERENCES

- About Growing Up*, Chapters 8, 14, 15, 29.
You're Growing Up, Pages 158-159, 160-162, 163-164.

OUTLINE OF UNIT VI

SECTION I—MY GROUPS

- A. Committees
- B. The Gang
- C. Class Organizations
- D. Behavior in a Group

SECTION II—SOCIAL INSTITUTIONS

- A. The Home as a Social Institution
- B. Organizations
- C. The Church as a Social Institution

SECTION III—DEMOCRATIC LIVING

- A. The Community
- B. The Democratic School

SECTION IV—GROUP THINKING: INDEPENDENT ACTION IN THE GROUP

SECTION V—LEISURE TIME ACTIVITIES

- A. Interests
- B. Hobbies
- C. Using Our Time

SECTION VI—LEADERS AND FOLLOWERS

- A. Qualities of Leaders
- B. Characteristics of Followers

GRADE VII—UNIT VI—GROUP LIFE

(Suggested time allotment 4-5 weeks)

SECTION I—MY GROUPS

Content	Teaching Procedures and Suggested Activities
<p>A. Committees.</p> <p>Reference:</p> <p><i>You're Growing Up</i> Pp. 158, 159, "No One Will Help"</p> <p>Pp. 160, 162, "Learning to Work in a Group."</p>	<ol style="list-style-type: none"> 1. Obtain student opinion on the methods of selecting committees. This may be summarized by discussing the advantages of using different methods for different purposes. 2. Ask the class to list the duties of various officers in committee work. The officers to be discussed should include chairman and secretary.

Content	Teaching Procedures and Suggested Activities
	<ol style="list-style-type: none"> 3. Organize a panel to discuss the question, "How can class members be encouraged to take part in committee work?" 4. Develop class discussion on the question as to why some class members participate freely and others rarely take part. If student opinion is freely expressed some of the diffident ones may be encouraged to realize that theirs is not a unique problem and as a result they may gain confidence.
<p>B. The "Gang."</p> <p>Note—This topic may be correlated with Unit V, Section II, Topic B, "Acceptance by the Peer Groups."</p>	<ol style="list-style-type: none"> 1. Appoint a committee to report on the number and types of groups in the school. Have the class consider some of the interests that hold groups together. Some of the following groups should be mentioned: a camera club, a hockey team, a camping group. 2. Ask the students to list some of the worthwhile things that a "gang" of boys can do to help others as well as themselves. 3. Appoint a mixed committee of boys and girls to act as a panel for discussion of the topic, "Things our 'gang' should not do."
<p>C. Class Organizations.</p> <p>Note — See Unit I, Section II, Topic A, "Extracurricular Activities in Our School."</p>	<ol style="list-style-type: none"> 1. The teacher could discuss the following questions with the class: <ol style="list-style-type: none"> (a) "How can we encourage all students to take part in our school program?" (b) "How can we organize our room for class activities?" (c) "What are the objectives of class activities?"
<p>D. Behavior in a Group.</p> <p>References: <i>About Growing Up</i> Ch. 8, "My Part in the Group." <i>You're Growing Up</i> Pp. 163, 164, "Girls Grow Up Socially Sooner Than Boys."</p>	<ol style="list-style-type: none"> 1. Discuss with the class any of the following questions that seem suitable: <ol style="list-style-type: none"> (a) "Should I always speak up when any question is being discussed in the group? Why, or why not?" (b) "What are some of the things I can do that will make people feel well towards me?"

- (c) "Do I become angry when I do not have my own way?"
 - (d) "The wishes of the group are more important than my own wishes." Do I believe this?
 - (e) "How can I be a good group member?"
2. Arrange for a panel discussion on the question: "How does my behavior out of school show whether I am a desirable member of the community or not?"
 3. Have the students write a paragraph in response to the question, "When do I prefer working alone?" This can bring out the need for group work as well as individual work.

Evaluation Devices

Summarize with the class a list of desirable activities and use these to prepare a code of behavior for the group.

SECTION II—SOCIAL INSTITUTIONS

Content	Teaching Procedures and Suggested Activities
<p>A. The Home as a Social Institution. References: <i>About Growing Up</i> Ch. 15, "Family Life."</p>	<ol style="list-style-type: none"> 1. Ask the students to write individual essays on the subject, "Home." 2. Arrange a panel discussion on the question, "What responsibilities go with home privileges?"
<p>B. Organizations.</p>	<ol style="list-style-type: none"> 1. Ask the students to consider organizations to which they might belong (Scouts, Trail Rangers, C.G.I.T., Girl Guides, etc.) The following questions could be discussed: <ol style="list-style-type: none"> (a) Why should I like to belong, or why do I belong to some such organizations? (b) Do these organizations help me to understand what is meant by a code of behavior? (c) How can they encourage me to appreciate hobbies and wise use of my spare time?
<p>C. The Church as a Social Institution.</p>	<ol style="list-style-type: none"> 1. Ask pupils to list the values to be gained from being an active member in the church. 2. Discuss the question, "Why do we have churches in our community?"

Evaluation Devices

Summarize the activities of this section by an essay assignment on the subject, "The community is made up of social institutions."

SECTION III—DEMOCRATIC LIVING

Content	Teaching Procedures and Suggested Activities
<p>A. The Community.</p>	<ol style="list-style-type: none"> 1. Appoint committees to find out what by-laws the local government has in force for the welfare of the community under the headings (1) Health, (2) Protection, (3) Control of Traffic, (4) Property. Note—See Unit VIII, Grade VII. 2. Ask a committee of pupils to prepare and present a report on the question, "What is a community?" 3. Ask a committee to report on the attitudes of citizens towards community projects. 4. Have the class make up a list of "Do's" and "Don'ts" that they should follow with respect to life in the community. The class could determine, by discussion, the health rules that one should follow for the good of the community. This should include a discussion of the need for obeying the regulations respecting communicable diseases. See Unit IV, Grade VII. 5. Discuss the privileges a person enjoys and the responsibilities he must assume in a democratic community, and the relationships between the two.
<p>B. The Democratic School.</p> <p>Reference:</p> <p><i>About Growing Up</i> Ch. 14, "Are We Really Democratic?"</p>	<ol style="list-style-type: none"> 1. Discuss the value of a Visiting Committee selected by the class. What duties might it perform? 2. Provide for a class discussion on the value of participation in any democratic group. It might be pointed out that the success of school depends to an extent upon the contributions made and the support given by its members.

Evaluation Devices

1. Arrange for a discussion on the subject, "My place in the community," as a means of summarizing pupils' understanding of the work that has been attempted in the various activities in this section.
2. To assess the general knowledge acquired by pupils make up a test of ten multiple choice questions on good and bad attitudes, "Do's" and Don'ts", and responsibilities and privileges of members of a democratic community.

SECTION IV—GROUP THINKING

Content	Teaching Procedures and Suggested Activities
Independent Action in the Group.	<ol style="list-style-type: none"> 1. In class discussion determine to what extent group thinking is influenced by speakers or writers. Illustrate by reference to outstanding leaders. 2. Ask each student to think out some circumstances where an independent point of view might be desirable, and if desirable, whether he would feel right about showing such independence. 3. Ask the class to look up the term, "Self-reliance," and then try to see its relationship to independence. Discuss these terms in respect to a person's relations with his fellows. Point out that the desire for independence does not necessarily mean having one's own way. 4. Select questions from the following for class discussion: <ol style="list-style-type: none"> (a) How may group thinking be influenced by my words and actions? (b) How does group thinking affect my behavior? (c) When might group opinions be at fault? (d) When may an independent point of view be considered desirable? Would I feel right about being independent if it is against the wishes of my friends?

Evaluation Devices

Prepare a list of happenings or incidents in which the members of the class might show a sense of responsibility. Arrange these as "true-false" statements and assign as a review exercise. Some examples are: not writing on walls, putting out campfires, stopping for traffic lights.

SECTION V—LEISURE TIME ACTIVITIES

Content	Teaching Procedures and Suggested Activities
<p>A. Interests</p>	<ol style="list-style-type: none"> 1. Ask the boys and girls to list the things which people of their age like best to do together. In this question the boys might confine themselves to the activities of boys and the girls to those of girls. 2. Groups of boys and girls often continue their friendships and associations through high school and further training and through life. Do these people always think alike? Are their interests generally somewhat the same?
<p>B. Hobbies</p> <p>Reference:</p> <p><i>About Growing Up</i> Ch. 29, "Why Hobbies."</p>	<ol style="list-style-type: none"> 1. Have the pupils write an essay on "What hobbies can our school organization provide for or encourage?" Students might list hobbies that will provide some understanding of occupations that might be followed later in life. 2. Ask the students to give reasons why it is worthwhile for a boy or girl to have a hobby of one kind or another.
<p>C. Using Our Time.</p>	<ol style="list-style-type: none"> 1. Ask the class to make a list of all their activities outside school. Have them determine those which add to their general understanding, those which assist them merely in "putting in time," and those which provide merely pleasure. 2. Have the class produce from their answers in the first exercise a list of worthwhile leisure time activities.

Content	Teaching Procedures and Suggested Activities
	<ol style="list-style-type: none"> <li data-bbox="476 220 994 370">3. In class discussion compare the amount of leisure time the students have with the amount of leisure time their parents and grandparents had. <li data-bbox="476 379 994 467">4. Arrange a panel discussion on the topic, "I should plan for my free time as well as for my work."

Evaluation Devices

1. Prepare a list of statements on leisure time activities which may be worthwhile or otherwise, and have the class answer them as "true" or "false" in terms of their worthwhileness.
2. Present a list of situations involving various sports and ask the students to consider the correct procedure to follow. Have them score each other's papers and summarize with them the general results.

SECTION VI—LEADERS AND FOLLOWERS

Content	Teaching Procedures and Suggested Activities
A. Qualities of Leaders.	<ol style="list-style-type: none"> <li data-bbox="476 987 994 1084">1. Ask the students to list the qualities that a good committee chairman should have. <li data-bbox="476 1093 994 1217">2. From their own understanding ask them to consider qualities possessed by such men as Roosevelt and Churchill. <li data-bbox="476 1225 994 1358">3. Ask the class to consider the men of science about whom they have read, and the qualities they possessed. (See Unit III, Grade VII.) <li data-bbox="476 1367 994 1517">4. Have three students prepare and present to the class their ideas on qualities of leadership that the class and the various school clubs should look for. <li data-bbox="476 1525 994 1702">5. The student might attempt to answer the following question: "Should we expect students who earn high marks to take over leadership in clubs and other class activities?"

Content	Teaching Procedures and Suggested Activities
B. Characteristics of Followers.	<ol style="list-style-type: none"> 1. Use the following question to start a class discussion: "Would I rather be chairman of the committee or merely one of the members?" This may be followed by the question, "Why do I make this choice?" 2. The students should be asked to consider, insofar as they are able to do so, the statement, "The good leader produces good followers." 3. "We cannot all be leaders." Ask the class to consider the qualities they would expect to find in the man who makes a fine watch, or the successful salesgirl in a big store. 4. "Should one put into the 'pool' as much as he expects to take out?" 5. "Followers need brains too. Have I selected people for leaders because I like them or because they seem to be well informed?"

Evaluation Devices

Prepare a "true-false" list of statements on the qualities of good followership and present this to the class as a test of their understanding.

GRADVE VII—UNIT VII—GROWTH IN HEIGHT AND WEIGHT POINT OF VIEW

In this unit the student learns how the body is made, how it functions and what should be done to keep it healthy. No emphasis is placed on anatomical or physiological detail but children should gain enough knowledge of how the body works to form a basis for intelligent care. It is not important to learn scientific terms except where they contribute to the general understanding of the structure being studied. Diagrams, charts, and other illustrative material should be used as much as possible. The teacher should try to relate explanations in physiology to good health practices wherever possible. The topics outlined in the other units should be kept in mind as there are many opportunities for correlation which will make the work of this unit more meaningful.

GRADE VII

In Grade VII the unit is introduced by a general review of factors affecting growth and the importance of daily health habits in building body structures. This review forms the basis for a more detailed study of the purpose of the skeleton, how bones grow and develop, and the factors contributing to strong, well-formed bones. The muscular system is closely related to the study of the skeleton, since the contraction of muscles aids the growth of bones and forms a protective covering for them. In studying the muscles emphasis should be placed on the part they play in the work of every system, as for example, digestion, elimination, circulation, and especially body movements and posture. This emphasis gives sound reasons for developing strong, well-co-ordinated muscles.

GRADE VIII

In Grade VIII two systems of the body are studied, the digestive and the circulatory. Students should learn in general terms the steps in digestion and the habits that contribute to good digestion. The work of the heart and the great blood transportation system should be related to the absorption and distribution of food, as well as to the topics in the preceding units, especially how the blood protects the body against infection. Steps taken to promote the health of these systems are much more important than technical knowledge.

GRADE IX

The first part of this unit for Grade IX introduces students to the science of nutrition and is designed to help them evaluate everyday foods in terms of important food factors so that they may select with understanding a well-balanced diet. Since food cannot be used without oxygen, "the importance of respiration," and, "how oxygen is delivered to the cells" forms the second part of this unit. Again, the teacher should endeavor to relate this part of the unit to studies made in previous units and to draw conclusions in terms of scientific health practices.

GRADE X

In Grade X students study the nervous system with emphasis on the factors influencing its work. Since the physiology of the system is difficult to understand no attempt should be made to teach in detail the various parts of the system. Students could get

a general idea of its structure and plan through a chart study. Practical illustrations of how the nervous system governs and controls should be introduced. The influence of the nervous system on health and disease should be stressed and also the factors that contribute to its well-being.

SPECIFIC OBJECTIVES FOR THIS UNIT

Understandings

As an outcome of the work in this unit the students should have acquired the following understandings:

1. Heredity is the chief factor influencing the growth and development of the body and sound health practices contribute to one's inherited endowment.
2. Good health practices are based on sound scientific research.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities or habits:

1. The ability to study with interest and understanding well-selected references giving information on the topics outlined.
2. The habit of selecting healthful activities based on information gained from a study of growth, especially of the bones and muscles.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Acceptance of one's inherited growth potentialities and interest in making the most of his inheritance.
2. Appreciation of what scientific research has proven to be important in developing strong bones and well-formed muscles.

REFERENCES

For Healthful Living, Chapters I, II, III.

You're Growing Up, Pp. 19-20, 30-33, 45-47, 36-37, 42-44, 208, 212.

Food pamphlets, (free), Nutritionist, Provincial Department of Health, Edmonton.

OUTLINE OF UNIT VII

- A. Influence of Heredity.
- B. Importance of a Well-balanced Diet in Growth.
- C. Importance of Regular Exercise.
- D. Importance of Rest.
- E. A Happy Environment.
- F. The Growth of the Skeleton
 - The work of the skeleton
 - Structure of bones
 - Joints
 - The special structure of the foot.
- G. The Growth of Muscles.

GRADE VII—UNIT VII—GROWTH IN HEIGHT AND WEIGHT

(Suggested time allotment 4-5 weeks)

Content	Teaching Procedures and Suggested Activities
A. Influence of Heredity. Charts are based on averages and may not apply strictly to the individual.	<ol style="list-style-type: none"> 1. Have pupils investigate their chances of being tall or short by finding out the heights of parents and grandparents. (There are exceptions). 2. Discuss the validity of height and weight charts. Charts give average, not normal weights and heights. 2. Keep a weight graph month by month.
B. Importance of a Well-balanced Diet in Growth.	<ol style="list-style-type: none"> 1. Read and report on the kinds of food necessary to build cells. Note particularly the importance of calcium, phosphorus, vitamin A and vitamin D. 2. Plan a day's menu suitable for a growing boy or girl. Compare it with a menu suitable for an adult.
C. Importance of Regular Exercise. Regular exercise helps the whole body to function properly.	<ol style="list-style-type: none"> 1. List the benefits of exercise. 2. Have pupils investigate and report on the effects of exercise on the heart; on the lungs; on the digestive system; on the excretory system; on the complexion; on the posture; on the feeling of well-being and alertness.
D. Importance of Rest. "A balanced life of hard work interspersed with sleep and rest is best."	<ol style="list-style-type: none"> 1. Prepare a table of sleep requirements for the different age groups. 2. Discuss the physiological need for sleep. 3. Prepare a report on conditions necessary for healthful sleep. 4. Discuss ways of inducing sleep. 5. List other ways in which a person may rest.

Content	Teaching Procedures and Suggested Activities
E. The Need for a Happy Environment.	1. Through reading discover how emotions cause bodily changes. Fear and anger increase the flow of adrenalin, shrink the size of surface blood vessels, increase the size of blood vessels in large muscles. Emotions will stop or reverse the movements of the digestive tracts.
<p>F. The Growth of the Skeleton.</p> <p>The work of the skeleton.</p> <p>Support.</p> <p>Protection for Organs.</p> <p>Provides for movement.</p> <p>Bone marrow manufactures blood cells.</p> <p>Structure of Bones:</p> <p>Long, heavy bones lightened and strengthened by hollow canal.</p> <p>Hard exterior and more open, porous interior.</p> <p>Fibrous covering for protection and nourishment.</p> <p>Ligaments fastening bones together.</p> <p>Joints:</p> <p>Variety of movements possible because of different kinds of joints.</p> <p>Structure of joints to get ease of movement with little friction.</p> <p>The special structure of the foot:</p> <p>Bears weight and provides for movement.</p> <p>Cushions jars.</p>	<p>1. Show that the framework of the body is like that of a car or building in that it sets the design of the whole structure. Compare the skeleton of the snail or other shell fish to that of man. Discuss the importance of each. Stress how well nature has designed the skeleton to perform its particular functions.</p> <p>2. With the help of a chart show the general design of the human framework, e.g., the thorax making a bony cage, the pelvis a bowl-like structure.</p> <p>3. Obtain bones from a butcher shop and examine their structure. Have butcher split a long bone to show interior structure. Examine bone with hand lens.</p> <p>4. Discuss importance of both mineral and organic matter. Relate these substances to the foods needed.</p> <p>5. Examine a joint from the butcher shop to discover how nature constructs a joint to eliminate friction.</p> <p>6. Locate various types of joints in the body and demonstrate kinds of movements possible.</p> <p>7. Discuss significance of pains in the joints and the meaning of rheumatism and arthritis.</p> <p>8. Show by a drawing what is meant by a dislocation. Discuss the first aid treatment.</p> <p>9. Demonstrate correct method of walking. Discuss how one can help to keep the feet in good condition. Explain causes of bunions, fallen arches and callouses.</p>

Content	Teaching Procedures and Suggested Activities
<p>G. The Growth of Muscles.</p> <p>The muscles as engines providing power: muscles move the skeleton, pump blood, push air in and out of lungs, move food along in digestive tract, make speech possible, etc.</p> <p>Muscles are of many sizes and shapes.</p> <p>How muscles work: Muscles are working, even though they are not producing movement.</p> <p>Muscles work in pairs that are antagonistic to each other.</p> <p>Well-trained muscles develop a remarkable degree of co-ordination.</p> <p>Well-developed muscles improve one's health and appearance.</p> <p>Benefits of exercise. Importance of rest.</p> <p>Need for a good diet rich in protein and other protective foods.</p> <p>Learning to use muscles with economy.</p> <p>Good posture is dependent upon well-developed muscles.</p>	<ol style="list-style-type: none"> 1. Show that all movement in the body is made possible by muscles; most of our food is burned as fuel by the muscles to provide power; the muscles produce most of the heat generated in the body. 2. With the help of a chart show that muscles are designed in size and shape for the work they do, e.g., heavy leg muscles, delicate eye muscles, circular muscles in iris, blood vessels, etc. 3. Demonstrate the work of muscles in holding one upright. 4. Show that precise movement is obtained by muscles working in pairs—one acting as a brake on the other. 5. Discuss the co-ordination of muscles developed by practice, e.g., learning to skate, or play tennis. Relate the development of this co-ordination to ease and grace of movement. 6. Discuss the meaning of muscle tone; cause of flabby muscles. 7. Make a simple diagram of a muscle relaxed and contracted. 8. Discuss the importance of training for athletic events. 9. Have a committee report on the scientific reasons for fatigue. 10. Discuss the saying, "A change of work is as good as a rest." 11. Make out a list of the protein foods a teen-ager should have each day. 12. Discuss the economy of movement in a well-trained athlete, e.g., a figure skater, a baseball star.

GRADE VII—UNIT VIII—SAFETY IN THE HOME

POINT OF VIEW

In our industrialized, highly mechanized society accidents take a tremendous toll of life. They assume a top-ranking position in causing death and disability in the school ages. Feats of heroism and thrilling adventures are especially appealing to young people. A good school safety program aims to use constructively the craving for excitement and the love of adventure. For small children a distinction is made between good adventure and bad adventure. For students in high school grades emphasis is laid on the stupidity of spoiling a good time, or allowing one's self to be taken out of the running, temporarily or permanently, for lack of "know-how" in doing things.

This unit outlines safety education with specific emphasis at the different grade levels on special areas, such as the home, the school and the highways. The teacher, however, should use his own judgment in teaching safety measures that are important in safeguarding the lives of the children in his class, keeping in mind the potential dangers in their activities and environment. General principles of first-aid should be closely correlated with safety education. Time should be taken for demonstrations and practice in simple first-aid procedures.

GRADE VII

In Grade VII emphasis is placed on safety in the home. About one-third of all fatal accidents occur in the home, and since statistics show that the very young and the very old are particularly susceptible to home accidents, it is important to develop in this age group a feeling of responsibility for safeguarding younger brothers and sisters and old people who may be living in the home.

GRADE VIII

In Grade VIII safety in and around the school is considered. Here, emphasis should be on the value of co-operative efforts of teachers, students, caretakers and other workers in making the school a safe and pleasant place in which to work. Students should be able to make a critical survey of possible hazards and to work out their own solutions for overcoming them. Responsibility should be developed for the protection of younger children through such activities as organized highway patrols, monitoring in halls and washrooms, and assisting on the playgrounds.

GRADE IX

Highway safety which is stressed in Grade IX is a particularly important part of school safety education. Problems should be attacked in a scientific way with an analysis of why accidents occur and a consideration of prevention in terms of vehicle and road construction, highway regulations, and personal behavior. Again, this section should be adapted to the particular needs of the community since there will be a considerable difference in the approach in urban centers from that in rural areas. Illustrative

material is valuable in this section of the unit and many good films are available. The teacher should investigate the materials supplied free of charge by the Alberta Motor Association and the Alberta Safety Council.

GRADE X

In Grade X students study Canada's accident picture as a national public health problem. The course is designed to give an overview of the safety problem in industry, transportation and recreation and, in addition, to prepare students to play their part in national defence. Considerable emphasis should be placed on the psychology of safety with a study of factors related to accident-proneness, such as emotional conflicts. At this grade level playing one's part as a citizen in protecting others, assisting in disasters, and working for safety measures in all our activities should be stressed.

SPECIFIC OBJECTIVES FOR THIS UNIT

Understandings

As an outcome of work in this unit the student should have acquired the following understandings:

1. Knowledge and application of safety measures are essential.
2. The majority of accidents in the home can be prevented if care is exercised.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities and habits:

1. The habit of safeguarding others as well as himself in the home.
2. The skill required to practice first-aid measures when the occasion demands them.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Awareness of his share in the prevention of home accidents.

REFERENCES

You're Growing Up, Pp. 220-228, 233-248.

Safety pamphlets, Alberta Safety Council, 9656 Jasper Ave., Edmonton.

First Aid To The Injured is a good reference.

OUTLINE OF UNIT VIII

- A. Falls
- B. Fire
- C. Poisons
- D. Cuts and Wounds
- E. Asphyxia.

GRADE VII—UNIT VIII—SAFETY IN THE HOME

(Suggested time allotment 4-5 weeks)

Content	Teaching Procedures and Suggested Activities
<p>A. Falls.</p> <ol style="list-style-type: none"> 1. Age is a factor in falls. 2. How and why falls occur. 3. Places where falls are likely to occur. 4. Steps to take to reduce falls to a minimum. 5. What to do if you fall. 6. First aid for falls. 	<ol style="list-style-type: none"> 1. Falls are most likely to occur in the age group over sixty-five. Stress one's responsibility to old people and also to children. 2. Make a bar graph to show relative importance of the various causes of accidental deaths. 3. Discuss factors contributing to falls such as loss of control of sleds, bicycles, nervous tension, hurry, carelessness. 4. Some people are accident-prone. Can you explain why? 5. Make a survey of your home and list places where falls are likely to occur. What home activities are likely to lead to falls? 6. Write to the Alberta Safety Council, Edmonton, for free pamphlets on safety education. Make a file of these for your library. 7. Check your library to find out if you have some good standard references in First Aid. 8. Falls frequently lead to sprains, dislocations and fractures. Find out how to give first aid for these injuries. Conduct classroom demonstrations. 9. Any severe injury is accompanied by shock. What is the meaning of shock? Discuss the treatment of shock.
<p>B. Fires.</p> <ol style="list-style-type: none"> 1. Causes of fires in the home. 	<ol style="list-style-type: none"> 1. Show that three factors are necessary for fire—air, fuel, and ignition temperature. Do simple experiments to prove this, observing necessary precautions.

Content	Teaching Procedures and Suggested Activities
2. Prevention of fire hazards. 3. What to do in case of fire—how to get help. 4. How to put out a fire. 5. First aid for burns.	2. Develop a list of fire hazards common in many homes, e.g., electrical connections, heating systems, lamps, carelessness with highly inflammable fluids such as kerosene and gasoline, poor housekeeping, smoking. 3. Outline in class the procedure to use in turning in a fire alarm. 4. Discuss types of fire extinguishers. 5. Develop a set of rules to guide one in coping with fire at home. 6. Demonstrate first aid treatment for a burn. 7. Invite a fire marshal or fireman to speak to your class.
C. Poisons. 1. What constitutes a poison. 2. Preventing poisoning. 3. First aid for poisoning. (Food poisoning as a special type of poisoning is discussed in Unit IV, Grade VIII).	1. Stress the idea that many ordinary substances, such as overdoses of medicine, may act as poisons especially to young children. 2. Plan a well-kept medicine cabinet. Emphasize importance of correct labelling, throwing away old medicines, not taking medicines in the dark, keeping poisonous substances beyond the reach of small children. 3. Discuss one's responsibility to protect young children. 4. Find out the treatment for a few common poisons.
D. Cuts and Wounds. 1. Causes and prevention 2. Hemorrhage 3. First aid for wounds.	1. Develop a check list that would be helpful in reducing "cutting" and "piercing" accidents around the home. Stress care, orderliness and thoughtfulness. 2. Demonstrate the care of cuts and bruises. Stress how to prevent infection. Discuss the meaning and signs of inflammation. 3. Learn how to check external bleeding.
E. Asphyxia. 1. Meaning of asphyxia. 2. Causes, e.g., mechanical suffocation, apparent drowning. 3. How to prevent asphyxia. 4. First aid measures in asphyxia.	1. Using a diagram of the respiratory system explain the various causes of asphyxia. 2. Develop a list of common-sense practices that help to prevent these accidents. 3. Conduct demonstrations on how to give artificial respiration.

GRADE VII—UNIT IX—CORNERSTONES OF SUCCESS

POINT OF VIEW

This unit is an attempt to help students adjust to the future world of work by establishing good work habits, surveying local jobs, and considering the choice of a career. The value of education and training should be stressed. There should be no attempt to direct the student to a specific career. Rather, he should be given information and encouraged to make up his own mind with the help of his parents.

GRADE VII

Unit IX of the Grade VII course is an attempt to stress the importance of good work habits in any job. One section of the unit has been devoted to the "success" stories of well-known men and women. The stress should be placed upon the characteristics of these people which helped them to overcome obstacles. Objective discussion of thrift habits in relation to the use of money should prove of value to students.

GRADE VIII

Students at this age level are developing a general interest in jobs in terms of work that their fathers and older brothers and sisters are doing. A classification of fields of occupations should not be attempted till the Grade IX year. The relation of school habits to job habits should make more real and practical the results of day-by-day effort. The students should now be at the stage in their development where they can discuss with understanding the satisfaction from good work in contrast with indifferent, half-hearted effort.

GRADE IX

This unit presents an overall picture of job fields and occupational opportunities and of the factors that one should consider in selecting a career. The situation in Alberta should receive particular attention. Stress should be placed upon the advantages accruing to the individual through continued education and the desirability of fostering proper attitudes towards work. The material in this unit should help to stimulate the student to begin his career planning.

GRADE X

This unit contains a more detailed approach to specific career qualifications. Each student should appraise himself in terms of aptitudes and abilities. It is expected that each student at the end of Grade X should be able to choose the broad field he wants to enter and to organize his future education in terms of the requirements demanded by this field.

SPECIFIC OBJECTIVES FOR THIS UNIT

Understandings

As an outcome of the work of this unit, the student should have acquired the following understandings:

1. The examination of careers of successful men and women can assist in the selection of worthwhile goals.
2. The building of good work habits is important in daily living.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities, or habits:

1. The habit of doing any job well.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Respect for the contributions that others have made to the world in which he lives.
2. Appreciation for the proper use of money.

REFERENCES

About Growing Up, Chapters 31, 32, 33.
You're Growing Up, Pages 147-150.

OUTLINE OF UNIT IX

- A. Biographies of Famous Men and Women.
- B. Thrift Habits: Income: Expenses and Savings.
 Gifts
 Clothing
 Hobbies
- C. Doing the Job
 Habits
 Courtesy and the part-time job.

GRADE VII—UNIT IX—CORNERSTONES OF SUCCESS

(Suggested time allotment 4-5 weeks)

Content	Teaching Procedures and Suggested Activities
A. Biographies of Famous Men and Women.	<ol style="list-style-type: none"> 1. If sources are available ask each student to outline briefly the career of one well-known man or woman and the contribution that this person has made to his country or to society in general. <p>Note—This section may be used as</p>

Content	Teaching Procedures and Suggested Activities
	<p>a general summary of famous men and women that have been mentioned throughout the year.</p> <ol style="list-style-type: none"> 2. Try to obtain student reaction as to why these people achieved a worthwhile reputation. 3. Make a bulletin board display of the names of men and women who have contributed to the general welfare of Canada or any other country. This material might be included in the class log or scrapbook. 4. If the school library has biographies of such men and women as Churchill, Rockefeller, Nightingale, Lister, Harvey, Saunders, Marian Anderson and other men and women who have made a success in various walks of life, students should be encouraged to read some of these for free reading. 5. Have students suggest names of other successful men and women that they have "met" in their other courses. (See Unit III, Grade VII).

Evaluation Devices

Summarize with the class the qualities leading to success in the case of the people whose biographies have been read. Note the ability they displayed in overcoming obstacles.

Content	Teaching Procedures and Suggested Activities
<p>B. Thrift Habits: Income, Expenses and Saving.</p> <ol style="list-style-type: none"> 1. Gifts 2. Clothing 3. Hobbies. 	<ol style="list-style-type: none"> 1. Ask the class to discuss situations in which money is spent reasonably or foolishly. 2. Ask students to make a budget of their own weekly expenditures. They might discuss the following, "Is it better for me to stay within my budget, to ask Dad for more money, or to try to earn money for spending?"

Content	Teaching Procedures and Suggested Activities
<p>References:</p> <p><i>About Growing Up</i> Ch. 32, "My Own Money and How I Spend It."</p> <p><i>You're Growing Up</i> Pp. 147-150, "Managing Your Money."</p>	<ol style="list-style-type: none"> 3. Encourage general discussion by the class on the question of gifts. 4. Ask the members of the class to list individual ways that they have found for earning money. 5. Why should some part of the money a person receives be saved? Encourage discussion on the effects of motivation. 6. Ask three students to outline what they would do if they were to receive \$10.00 with no strings attached. Have the class rate the value of each of the three reports.

Evaluation Devices

1. Prepare a multiple-choice type test in which the students are asked in each question to express their choice of several situations respecting the use of money.
2. For review purposes prepare with the aid of the class a fairly complete list of hobbies for Grade VII students and have them suggest those that are of value in obtaining information about a possible career, and those that can be used to provide pin money.

Content	Teaching Procedures and Suggested Activities
<p>C. Doing the Job.</p> <ol style="list-style-type: none"> 1. Habits 2. Courtesy and the part-time job. <p>Note — This may be correlated with Unit V, Section I, Topic C, "Courtesy."</p>	<ol style="list-style-type: none"> 1. Discuss some common habits of students in the classroom. Ask the students to list in parallel columns good habits and bad habits that Grade VII students possess. The teacher should not attempt to direct their thinking but should encourage free expression. 2. Assign to a special committee the task of preparing a report for presentation to the class on the subject, "How habits develop." 3. Have the students list the various factors and conditions that lead to success of a constructive kind.

Content	Teaching Procedures and Suggested Activities
<p>Reference:</p> <p><i>About Growing Up</i> Ch. 31, "Learning to Work for Wages." Ch. 33, "Summer Plans."</p>	<ol style="list-style-type: none"> 4. Ask each student to list the kinds of vocations for which he feels that politeness and courtesy are essential. 5. Have the members of the class dramatize correct and incorrect ways of answering the telephone. Ask them to account, if possible, for poor telephone manners. 6. Develop a class list of situations requiring politeness on the street, at home, and at school. 7. Ask the students to bring up illustrations of lack of courtesy that they have observed on the street. 8. Assign a committee of girls to report to the class the problem of how baby sitters should act in relation to their employer, and how to act in their employer's home.

Evaluation Devices

Prepare a list of situations in which success of a kind is achieved. Ask the students to mark the situations in which they agree success is warranted. The statements should be discussed and the students required to check their work.

UNITS FOR GRADE VIII

GRADE VIII—UNIT I—SUCCESS IN SCHOOL

POINT OF VIEW

The topics and activities in Unit I deal with various aspects of school life. This unit is designed to promote better study habits, good school spirit, and positive planning for future education.

GRADE VIII

The courses in Grades VII and VIII are arranged to permit cycling in schools where the two grades receive much of their work together. Treatment of similar topics will vary according to the type of school and maturity of the students. The material dealing with study habits bears repetition from grade to grade since the student's approach to study varies according to his maturation. The section on reading is designed not to develop reading skills but to emphasize the value of and necessity for efficient reading as a necessary part of effective study techniques. The material in this section should be correlated with the work which the English teaching is doing.* The material in the section should give the student some information about the Grade IX year and should emphasize the value of acquiring further education.

See page 30 (Grade VII, Unit I) for the overall point of view.

SPECIFIC OBJECTIVES FOR THIS UNIT**Understandings**

As an outcome of the work in this unit, the student should acquire the following understandings:

1. Effective reading skills are very important to the individual.
2. Successful student organization requires able officers and alert members.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities, or habits:

1. The ability to call a meeting to order and act as chairman.
2. The ability to vary his rate of reading in accordance with his purpose.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Willingness to work on a "service" committee.
2. Responsibility for carrying out his duties at school.

REFERENCES

Being Teen Agers, Chapters 2, 13, 14, 15, 19, 20.
Into Your Teens, Pages 41, 42, 44, 48, 50, 324, 325, 333.

NOTE:

As mentioned in the introduction, neither the suggested activities nor the sequence are intended to be prescriptive or limiting. As there is more material at each grade level than can be thoroughly covered in any one year, the teacher should adapt

* See: Junior High School Curriculum Guide for Literature, and *Reading for Meaning*.

the material according to local conditions. Although a sequence of units is suggested in the introduction, the teacher may deal with the units in any order.

OUTLINE OF UNIT I

SECTION I—OUR SCHOOL

- A. Organization
 - Staff
 - Buildings
 - Equipment
 - New pupils
 - Special services
 - Regulations
- B. Department

SECTION II—STUDENT ACTIVITIES

- A. Election Procedures
- B. Students' Union
- C. Classroom Organizations

SECTION III—STUDY

- A. The Value of Efficient Reading Skills
 - Reading for information
 - Skimming
 - The overview
 - Evaluation of reading
 - Improvement of reading
- B. Techniques of Study
 - Good methods
 - Interest
- C. Tests
 - Reasons for tests
 - Preparation for tests
 - Writing of tests
- D. Outlining

SECTION IV—THE SCHOOL PROGRAM

- A. Grade IX
 - General regulations
 - Compulsory courses
 - Exploratory courses
- B. Grade IX and High School
- C. Why Go to School?

GRADE VIII—UNIT I—SUCCESS IN SCHOOL

(Suggested time allotment 2-4 weeks)

SECTION 1—OUR SCHOOL

Content	Teaching Procedures and Suggested Activities
<p>A. Organization Staff Equipment Buildings New pupils Special services Regulations</p>	<ol style="list-style-type: none"> 1. Suggested activities are outlined in the Grade VII course. Care should be taken to see that activities are not repeated in the second year. Where there is possibility of repetition a brief review of the previous year's work should prove sufficient. 2. Services provided by the school could be explained and those people who provide the service, such as the nurse and the counselor, might be introduced to the class. 3. Arrange with the principal for a students' assembly early in the fall term at which he will outline the regulations and explain how they are to be observed. 4. Ask the class to prepare in chart form, with illustrations, a list of the school regulations.
<p>B. Department</p>	<ol style="list-style-type: none"> 1. Have the students make a list of the faults observed in the behavior of students during assemblies. By discussion, committee work, etc., develop a positive remedial program within the class. Such a program could possibly be extended throughout the school.

Evaluation Devices

1. Draw up an objective test designed to check the students' knowledge of school regulations.
2. Ask the students to be on the alert during a period of approximately two to five days for examples of good citizenship performed by classmates. These could be reported without mentioning names.

SECTION II—STUDENT ACTIVITIES

Content	Teaching Procedures and Suggested Activities
A. Election Procedures	<ol style="list-style-type: none"> 1. Organize and carry out a class election complete with nomination papers, a returning officer, campaign speeches, ballot papers and boxes, scrutineers, declaration of election, and swearing in of officials. This project may be worked out in conjunction with a Social Studies class.
B. Students' Union Reference: <i>Being Teen Agers</i> Ch. 2, "Choosing My Activities."	<ol style="list-style-type: none"> 1. Discuss with the class the problem of participation by all students in student government. Show how the democratic procedures develop leadership. 2. Discuss the place of student government in your school. 3. Review the organization of the Students' Union. 4. Ask for written answers to the following: How can student government be modified to suit the needs of the classroom? What officers are needed for student government and what are their responsibilities? What is meant by the term "agenda"? 5. Consider in the class the question of promotion by the Students' Union of activities which are acceptable to the majority of students, e.g., table tennis, group games, skating clubs and swimming. Show how democracy develops co-operation and leadership, and is tolerant of all activities that provide freedom of participation and encourage common grounds for association. 6. Discuss the possibility of "service" as part of the aim of the Students' Union. As an example, it is possible to hold a "shower" in conjunction with social events, for miscellaneous small comforts for projects of the Provincial Red

Content	Teaching Procedures and Suggested Activities
C. Classroom Organization.	<p>Cross. The Junior Red Cross authorities can be contacted for current needs in their hospitals and camp. Service and entertainment is also possible for local organizations.</p> <ol style="list-style-type: none"> 1. Make use of the room organization to elect the officers responsible for planning and execution of various projects during the year. 2. Select "service" groups which will have charge of such activities as: <ul style="list-style-type: none"> Helping to select films and to arrange for their projection. Selecting special speakers and conducting the programs when these visitors are present. Choosing places of business and industry for field trips, and assuming responsibility for arrangements.

Evaluation Devices

Prepare slips of paper, each containing some point of procedure in carrying on a meeting, such as "obtaining the floor" and "calling to order." Pass them out among members of the class. Each person will be asked to discuss or demonstrate the correct procedure indicated on his slip of paper. Appoint a member of the class to review the minutes taken by the secretary and summarize them in terms of the degree of participation by all students of the class. Following his report the class should evaluate the effectiveness of: (a) Individual participation; (b) Class government. The members can indicate possible improvements which might be made.

SECTION III—STUDY

Content	Teaching Procedures and Suggested Activities
<p>A. The Value of Efficient Reading Skills.</p> <p>Reading for information.</p> <p>Skimming.</p> <p>Reference: <i>Being Teen Agers</i> Ch. 13, "Reading to Learn." The overview</p>	<ol style="list-style-type: none"> 1. Develop an outline of steps to be taken in reading for information. 2. Using a newspaper discuss how to read quickly and pick out the news value in an article. 3. Ask the class to develop a list of situations, with examples, where skimming is of specific value. 4. With the class, develop a chart of specific points on, "How to Skim."

Content	Teaching Procedures and Suggested Activities
<p>Evaluation of reading Improvement of reading</p>	<ol style="list-style-type: none"> 5. Decide by discussion when an overview of the "field" is necessary and how one would obtain an overview. 6. Ask the students to make a list of definite criteria which can govern the validity of what we read. This can be made very concrete by relating it to a Social Studies topic under present or recent discussion. The aim should be towards a constant appraisal of what we read, followed when possible and as soon as possible, by a firm but flexible decision. 7. "When we read, we should sort out the facts from the opinions of the writer." Discuss the value of reading for facts and reading for opinions. The statement can be related: <ul style="list-style-type: none"> To outlining, which is often factual for the student at this level. To a Social Studies topic for concrete application and example. To uncontrolled reading in periodical literature. <p>Note—This topic should be correlated with Social Studies and English.</p> 8. Difficulties in reading may bring poor results in school work. What sources of assistance are available to the student to help him overcome his difficulties? What checks can the student use to determine his success?
<p>B. Techniques of Study Good methods. References: <i>Into Your Teens</i> P. 41, "School Troubles" P. 42, "What are Your School Worries?" P. 44, "The Problem of Homework" P. 48, "Television and Homework"</p>	<ol style="list-style-type: none"> 1. Discuss in an open forum the different methods of study suggested by various pupils. List these on the blackboard for later comparison with approved study methods. 2. Draw a chart on the blackboard to show the ideal arrangement of a student's study time. 3. Have the students list all the disturbances which occur during a study period. How can these be

Content	Teaching Procedures and Suggested Activities
<p>P. 55, "That Subject You Don't Like."</p> <p><i>Being Teen Agers</i> Ch. 14, "Study Time."</p>	<p>eliminated? Discuss: <i>Reading for Meaning.</i> Junior High School Curriculum Guide for Literature.</p>
<p>Interest</p>	<ol style="list-style-type: none"> 4. Have the class write in paragraph form a description of how each student plans to avoid failure in his poorest subject. Read a few of these paragraphs to the class for criticism and suggestion. Names should not be mentioned. 5. Discuss the possible effects of written work on language used in conversation. 6. Have a committee carry out a poll of the class where each student would be asked to state his courses in order of preference, giving reasons for his preferences. A summary of the poll should be made after which discussion should be directed to seeking means of overcoming dislikes. Discuss reasons for the likes and dislikes of various school courses. "Success through study" may be discussed.
<p>C. Tests</p> <p>Reasons for Tests</p> <p>Reference:</p> <p><i>Being Teen Agers</i> Ch. 15.</p>	<ol style="list-style-type: none"> 1. Arrange an informal debate on the topic, "Tests are important." Develop a summary of the points which have value. 2. Ask a student to report on the reasons for tests. 3. Have a committee poll a chosen list of adults on the same topic. Develop a summary of points. 4. Consider the question, "Why do adults differ from many teen-agers in their views on a subject?" The aim is to establish a positive approach rather than the acceptance of the inevitable.
<p>Preparation for tests</p> <p>References:</p> <p><i>Into Your Teens</i> P. 50, "You and Tests"</p> <p><i>Being Teen Agers</i> Ch. 15, "How to Take Tests."</p> <p>Writing of tests.</p>	<ol style="list-style-type: none"> 5. Develop a check list of preparation techniques by: <ul style="list-style-type: none"> A poll of students' suggestions. A poll of teachers' suggestions. A summary from chapter 15, of <i>Being Teen Agers</i>.

Content	Teaching Procedures and Suggested Activities
D. Outlining.	<ol style="list-style-type: none"> 1. Develop the following: How can a good outline be made? What are the parts of a good outline? What are the advantages of a good outline? 2. Have the pupils exchange with each other their outlines of an assignment given by the teacher. Have them criticize and make an evaluation of their own outline in relation to the outline they examined. The student should acquire skill in organizing his work without wasting too much time or effort. (Discuss this activity with the language teacher before assigning it). 3. "Outlining is usually grouping factual materials, but can include opinions." Discuss why and how.

Evaluation Devices

1. After drawing up an approved list of study methods, design a rating scale and have the students rate themselves on the use of these methods on a five-point scale.
2. Place the outline for a topic under discussion on the blackboard and have the students evaluate the outline in terms of what the ideal one should contain.
3. Have each student make an actual record in reasonable detail of how his time for three days is spent. On completion of the record have each student criticize and evaluate his own time schedule.

SECTION IV—THE SCHOOL PROGRAM

NOTE:

If the course is cycled this section should be taken by students in the second year.

Content	Teaching Procedures and Suggested Activities
A. Grade IX General Regulations	<ol style="list-style-type: none"> 1. Review the School Regulations outlining Grade IX courses. 2. Review the pertinent sections of the Junior High School Handbook.

Content	Teaching Procedures and Suggested Activities
Compulsory courses	3. Outline the courses that must be taken in Grade IX. How can school subjects be explored and evaluated?
Exploratory courses Reference: <i>Being Teen Agers</i> Ch. 20, "Choosing My High School Subjects."	4. What exploratory courses are offered in your school? 5. Have the members of the class interview the teachers of the different courses to find out the nature of the courses.
B. Grade IX and High School.	1. What is the relationship of the courses in Grade IX to those offered in senior high school?
C. Why Go To School? References: <i>Into Your Teens</i> P. 324, "What Good is School Anyway." P. 325, "Your Education Is an Investment in Your Future." P. 333, "You and Your Goals." <i>Being Teen Agers</i> Ch. 19, "Planning My Future Education." <i>What Good Is High School?</i> Life Adjustment booklet.	1. Have a panel discuss the question, "Why do we come to school?" or "What is the value of schooling?" 2. Have the pupils secure their parents' assistance in making a list of the benefits gained from going to school, particularly in relation to the high school. Have the lists brought to class for open discussion and evaluation. See <i>What Good Is High School?</i> the Life Adjustment booklet. Note—This section may either be discussed or repeated late in the spring term.

Evaluation Devices

Prepare a questionnaire based on the courses already taken by the pupil. This questionnaire should be designed not as a test but as an evaluation device whereby the student may, by his answers, recognize that he is more interested in one field of study than another. This may then be related to possible vocational goals and hence used as a practical guide in the selection of electives, particularly at the Senior High School level. Have the students draw up a plan of the courses they may propose taking in Grade IX. Ask them to give reasons for their choice of electives.

GRADE VIII—UNIT II—PATTERNS OF GROWTH

POINT OF VIEW

This unit is designed to help the adolescent child to take stock of himself and to give him an understanding of the various changes in growth and development which are part of the normal process of growing up. There is some repetition from grade to grade but the approach and emphasis will vary with the changing interests and attitudes of pupils as they grow and develop from year to year.

GRADE VIII

In Grade VIII the class studies the factors that contribute to individual differences in growth and finds out how nature produces the changes that lead to manhood and womanhood. Emphasis is placed on understanding both the physical changes and those changes in emotions and attitudes that accompany the physical changes.

Note: See page 38 (Grade VII, Unit II) for the overall point of view.

SPECIFIC OBJECTIVES FOR THIS UNIT**Understandings**

As an outcome of the work in this unit the student should have acquired the following understandings:

1. Each person has an individual growth pattern that is influenced by heredity and certain environmental factors.
2. During adolescence special adjustments must be made because of the unique growth changes taking place.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities and habits:

1. The habit of practicing consistently good habits for eating, rest, sleep, exercise, and personal cleanliness.
2. The habit of accepting with equanimity the changes experienced in growth and development.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Appreciation of the unequal growth changes influencing appearance and outlook during adolescence.
2. Sympathy for and understanding of the difficulties others may be experiencing during the adolescent period.

REFERENCES

- Good Health for Better Living*, Pp. 36-37, Ch. VII (in part), Pp. 151-154, 184-191.
Into Your Teens, Pp. 13, 38-39, 69-70, 137-138, 215-219, 263.

OUTLINE OF UNIT II

- A. Factors in Individual Differences
- B. Differences in Growth Patterns
- C. Environmental Influences
- D. Growth Changes at Puberty and Adolescence
- E. Learning to Meet the Growth Changes of Adolescence.

GRADE VIII—UNIT II—PATTERNS OF GROWTH

(Suggested time allotment—3 weeks)

Content	Teaching Procedures and Suggested Activities
A. Factors in Individual Differences. (Hereditary influences on skeletal growth)	<ol style="list-style-type: none"> 1. Discuss the influence of heredity on growth. 2. Have the students read to find the effect of body structure on weight.
B. Differences in Growth Patterns Between Boys and Girls.	<ol style="list-style-type: none"> 1. Appoint a committee to compare age-weight charts for boys and girls. Ask them to note the ages at which the greatest growth spurts occur and at which boys' heights and weights exceed those of girls and the ages at which they are less than those of girls.
C. Environmental Influences. Effect of secure family life Effect of housing conditions Effect of availability of health services Influence of geography.	<ol style="list-style-type: none"> 1. Discuss effect of broken homes in war-torn countries on growth of children. 2. Have a committee report on conditions in Alberta that may disturb the security of the family. 3. Prepare a report on your local health services. 4. Encourage an examination of the effects of difference in soil conditions and climate on health and growth, e.g., low iodine content of some soils, cold winters in Canada. 5. Make a summary of how environment affects growth from the above discussions and reports.
D. Growth Changes at Puberty and Through Adolescence.	<ol style="list-style-type: none"> 1. Ask the class to find out the meaning of endocrine glands and list these glands.

Content	Teaching Procedures and Suggested Activities
<p>E. Learning to Meet the Growth Changes of Adolescence.</p> <p>Awkwardness due to unequal growth</p> <p>Acne</p> <p>Need for exercise.</p>	<ol style="list-style-type: none"> <li data-bbox="422 229 938 378">2. Assign to a committee the task of preparing a chart to locate the glands—thymus, thyroid, parathyroid, adrenal, pituitary, pineal, gonads. <li data-bbox="422 390 938 455">3. Teacher explanation of the influence of hormones on growth. <li data-bbox="422 467 938 532">1. Discuss the importance of group games. <li data-bbox="422 544 938 693">2. Have pupils prepare individual reports on care of the skin—cleanliness, keeping hands away from the face, cutting down on fats, sweets, etc. <li data-bbox="422 706 938 854">3. Have pupils rate different activities, games, types of dancing, exercises, sports in order of preference. Ask them to give reasons for their preferences. <li data-bbox="422 867 938 960">4. Through class discussion bring out the importance of sleep and rest and the dangers of over-exertion.

GRADE VIII—UNIT III—USING SCIENTIFIC KNOWLEDGE

POINT OF VIEW

This unit gives the student insight into the great problems man has faced in his efforts to conquer disease and create a healthful environment. The unit begins with the contributions of scientists in early civilization and traces the progress made through the ages to modern times. Stress should be placed on how the various scientific and medical discoveries helped to advance civilization and improve living.

GRADE VIII

In Grade VIII more emphasis is placed on recent discoveries that are promoting health and overcoming disease. Relationships between progress today and earlier discoveries should be pointed out, since all scientists build on the work of other scientists who have preceded them. Considerable emphasis should be given to the part played by emotional stress in causing disease, and the importance of seeking sound medical advice in all types of illness.

Note: See page 43 (Grade VII, Unit III) for the overall point of view.

SPECIFIC OBJECTIVES FOR THIS UNIT**Understandings**

As an outcome of the work in this unit the students should have acquired the following understandings:

1. Great epidemics have almost disappeared and man is on the way to conquering the major communicable diseases.
2. The human body is an infinitely complex organism that is greatly influenced by physical and emotional factors.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities and habits:

1. The habit of accepting for oneself scientifically recognized health practices.
2. The skill required to form discriminating judgments on the values of medical care as against self-treatment, fads, and the use of commercial products of little value.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. An appreciation of the complex nature of the human body and the many causes and manifestations of disease.
2. A curiosity about health progress and an interest in current accounts of new discoveries in the field of health.

REFERENCES

Free pamphlets, Health Education Division, Department of Health:

Canada's Health and Welfare Program

Your Health Services

Your Health Unit.

Health and Welfare, monthly publication of the Department of National Health.

Good Health for Better Living, Chapter VI.

Into Your Teens, Pp. 262-271.

You're Growing Up, Pp. 296-299.

OUTLINE OF UNIT III

- A. New Drugs are Helping to Conquer Germ Infections.
- B. Self-medication Can be Very Harmful.
- C. Modern Medicine Makes Use of Electronic Discoveries.
- D. Understanding Personality Needs is Helping to Promote Health.

GRADE VIII—UNIT III—USING SCIENTIFIC KNOWLEDGE

(Suggested time allotment 4-5 weeks)

Content	Teaching Procedures and Suggested Activities
<p>A. New Drugs are Helping to Conquer Germ Infections.</p> <p>The sulfonamides: Scientists have learned to make chemical compounds that kill disease germs in the body.</p> <p>The antibiotics: Scientists have learned that one form of life can kill other forms.</p> <p>Note — Section in <i>You're Growing Up</i>, dealing with antibiotics.</p>	<ol style="list-style-type: none"> 1. Review the story of Paul Ehrlich and his discovery of the first "magic bullet." 2. Make a simple explanation why coaltar can be made into so many compounds, e.g., dyes, carbolic acid, aspirin, saccharine. Relate this simple explanation to the manufacture of sulfa drugs. 3. Have the students list some of the sulfa compounds. Explain why sulfa drugs can only be purchased with a doctor's prescription. 4. Explain some simple principles of ecology, i.e., the relation of organisms or groups of organisms to their environment. Relate this to the discovery that millions of microbes in the soil are constantly destroying each other. Show how this knowledge led to the discovery of antibiotics. 5. Name some of the antibiotics. Have individuals report on the discovery of penicillin and streptomycin. Make a file of information on antibiotics for use in the school. Discuss some of the great benefits from the discovery of sulfa drugs and antibiotics.
<p>B. Self-medication Can Be Very Harmful.</p> <p>New drugs should be used only upon the advice of a physician.</p> <p>Patent medicines can be harmful because this form of treatment delays accurate diagnosis and scientific treatment.</p> <p>Headache remedies are used too frequently.</p>	<ol style="list-style-type: none"> 1. From current magazines or other sources ask the class to find out what they can about ACTH and Cortisone. Make a sketch of the body and locate the glands from which these hormones are derived. 2. Name and mark the glands that secrete hormones needed for the following: growth, combustion of food, use of sugars by the cells. 3. Ask the class to make posters to illustrate the dangers of self-medication.

Content

Teaching Procedures and Suggested Activities

The claims of preparations such as hair tonics, blood tonics, mouth washes, weight reducers, cough and cold remedies should be examined carefully before they are purchased and used.

The Department of National Health and Welfare prohibits the sale of medicine for cancer, tuberculosis, and syphilis.

C. Modern Medicine Makes Use of Electronic Discoveries.

The X-ray and fluoroscope have become indispensable in accurate diagnosis.

Electrocardiographs and electro-cephalograms help to discover heart and brain diseases.

Radium and atomic tracers are becoming increasingly important.

The electron microscope is increasing our knowledge of germs, especially viruses.

D. Understanding Personality Needs is Helping to Promote Health. Tensions and unhappiness cause poor physical health.

4. Discuss with the class the reasons why the Federal Government has put restrictions on the sale of sulfa drugs and antibiotics.
5. Collect advertisements of patent medicines and analyze their claims.
6. Headache remedies mask the cause of the headache. Investigate the danger in this.
7. Appoint committees to prepare answers to the following:
 What harm is done by taking laxatives frequently?
 Scientific reasons why hair tonics cannot make one's hair thicker.
 What is a good homemade mouth-wash? (e.g., salt and water or soda and water).
 Why medicines for cancer and tuberculosis and syphilis are not available in the drug-stores.
1. Ask a committee to report on "electronic energy" discoveries and their uses in the field of medicine. Information may be found in Physics books, magazines and newspaper articles.
1. Discuss basic personality needs such as: need for affection, for belonging, for independence, for achievement, for social approval, for self-esteem.

Content	Teaching Procedures and Suggested Activities
<p>Good mental health is dependent upon understanding one's personality needs.</p> <p>Health faddists show signs of poor mental health.</p> <p>Many people become too concerned over their health and show signs of being neurotic.</p> <p>Great advances have been made in treating mental illnesses.</p> <p>(See also Unit V, Grade VIII).</p>	<ol style="list-style-type: none"> <li data-bbox="495 222 1021 395">2. Show how various everyday drives are efforts to fulfill these needs, e.g., the drive to make money, to join clubs, to dress appropriately, to play games well, to be asked to parties. <li data-bbox="495 430 1021 486">3. Discuss the relationship of human drives to behavior. <li data-bbox="495 522 1021 642">4. "Actions speak louder than words," is a commonplace that is sound. Ask the class to write a paragraph explaining the foregoing statement. <li data-bbox="495 677 1021 874">5. Have the students list in their notebooks, in three parallel columns, the names of well-known characters (from real life or fiction), the types of behavior, and the various drives which they believe are responsible for certain behavior. <li data-bbox="495 910 1021 994">6. Conflicts may be resolved in many ways. Discuss good and poor ways of overcoming conflicts. <li data-bbox="495 1030 1021 1382">7. Ask for reports on the following: What is meant by the so-called "nervous breakdown?" It has been said that anxiety associated with a conflict may bring on a cold. Why? Other physical diseases related to conflicts are indigestion, asthma, hives, eczema, stomach ulcers. Can you explain this relationship? Some people explain this in relation to emotional disturbances. <li data-bbox="495 1418 1021 1502">8. Compare with the class old and new ways of treating mental illnesses. <li data-bbox="495 1538 1021 1707">9. The key to the modern treatment of mental diseases is understanding the patient's history and background. Ask the class to determine the reasons why authorities consider this so important.

GRADE VIII—UNIT IV—USING THE BODY'S DEFENCES

POINT OF VIEW

In the preceding unit students studied the general progress that has been made in overcoming disease and in promoting health. In this unit the students study specific communicable diseases that are commonly found in Canada and particularly those that attack young people. Health authorities feel that these diseases could be wiped out if people were better informed on how these diseases are spread, the value of immunization, and the health services available to the public. This unit is designed to cover these areas.

GRADE VIII

In Grade VIII students study the various ways in which the body can protect itself against disease and the measures each individual can take to assist the body's protective mechanisms. Emphasis should be given to the various factors that make disease an individual affair, that is, why one person reacts differently to another with the same infection.

Note: See page 48 (Grade VII, Unit IV) for the overall point of view.

SPECIFIC OBJECTIVES FOR THIS UNIT

Understandings

As an outcome of the work in this unit the students should have acquired the following understandings:

1. The body defends itself against disease germs by a number of protective mechanisms.
2. An individual can assist the body's defences by simple, scientific health practices.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities, or habits:

1. The habit of living in a manner that resists the attacks of infectious diseases.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Interest in finding out about the various structures that help protect the body against invading organisms.
2. Appreciation of the immunization procedures that assist the body in defending itself against disease germs.

REFERENCES

- Good Health for Better Living*, Chapter I, Chapter VI, Pp. 172-174, 219-230, 255.
- Into Your Teens*, Pp. 134-139, 215-229, 250-251, 257-261.
- For Healthful Living*, (Grade VII reference), Chapter VI.
- Food pamphlets, Provincial Nutritionist, Department of Health, Edmonton.

OUTLINE OF UNIT IV

- A. Disease Differs in its Effects from One Individual to Another.
- B. The Body Has Special Protective Mechanisms.
- C. The Body Learns to Defend Itself Against Harmful Organisms.
- D. Many Factors Influence the Resistance of the Body to Disease.

GRADE VIII—UNIT IV—USING THE BODY'S DEFENCES

(Suggested time allotment—3 weeks)

Content	Teaching Procedures and Suggested Activities
<p>A. Disease Differs in its Effects from One Individual to Another (Each person is a different kind of host to the invading organism).</p>	<ol style="list-style-type: none"> 1. Inheritance may be a factor in disease resistance. Discuss this point. 2. Discuss such factors as maturity, weight, sex and personality differences in disease resistance. 3. Ask for committee reports on the following: Whooping cough is extremely serious in infants, but less serious in older children. Young people are more susceptible to polio. Overweight and underweight lower resistance. Nervous, tense people, who tire easily, are likely to be more susceptible to disease.
<p>B. The Body Has Special Protective Mechanisms.</p> <p>The skin acts like a protective envelope to keep out harmful substances.</p> <p>The nose has a special structure to clean, warm and moisten air.</p>	<ol style="list-style-type: none"> 1. List with the class ways in which the protective armor of the skin can be broken, e.g., cuts and abrasions, insect bites, poor nutrition (especially a diet high in sugar and low in protective foods) and presence of dirt. 2. Have a student place on the blackboard a diagram of the nose showing the connecting sinuses. Discuss the importance of these openings. Bring out the fact that the air must pass over a great area of warm, moist membrane. Discuss the value of the cilia and the mucus.

Content	Teaching Procedures and Suggested Activities
The tears help to keep the eyes free of germs.	3. Show on a chart the position of the tear glands and the tear ducts. Show why it is not necessary to wash the eyes or use any kind of drops in the eyes.
The white blood cells act like policemen and increase their forces when necessary.	4. Ask the students to make individually a drawing showing white blood cells fighting bacteria. Have them explain how white blood cells pass through a capillary wall.
Fever retards the growth of germs.	5. Outline what a doctor can learn by making a white blood cell count.
C. The Body Learns to Defend Itself Against Harmful Organisms.	6. Discuss the normal temperature of the body. Demonstrate the use of a clinical thermometer if one is available.
Antibodies are manufactured by cells to protect themselves.	7. Give reasons why a fever helps to protect the body.
The blood distributes the antibodies.	1. Discuss the meaning of the word antibodies. Can one inherit antibodies?
There are two ways of making the body develop protective antibodies:	2. Ask the class to list the diseases for which they might have antibodies and tell why.
(1) The disease itself;	3. Appoint a committee to find the answer to the following question: Why do we give booster or reinforcing doses of diphtheria toxoid?
(2) Vaccines and toxins.	4. Construct with the class a chart showing the diseases a person should be protected against by immunization, and about what age he should have this protection.
We sometimes use ready-made antibodies, that is, we take them from other people or animals.	5. Ask the students to find out the difference between a vaccine and a toxoid.
D. Many Factors Influence the Resistance of the Body to Disease.	6. Explain how antitoxin is obtained.
Favorable:	1. Games and exercise improve the circulation of the blood. Ask each student to write a note on why this would increase resistance to disease germs.
Good circulation of the blood.	2. Review the work of vitamins A and C. Explain their role in resistance.
A well-selected diet	

Content	Teaching Procedures and Suggested Activities
<p>rich in protective foods. Regular hours of sleep. Fun and relaxation.</p> <p>Unfavorable: Fatigue. Worry, anxiety and emotional upsets. Loss of blood. Other infections always present. Extremes of temperature.</p>	<p>3. Discuss the scientific reasons why fatigue, worry, emotional upsets make one more susceptible to colds, sore throats, etc.</p> <p>4. Appoint a committee to study the ventilation in the classroom and how best to obtain a moving current of fresh air without drafts.</p>

Evaluation Devices

Divide the class into groups and have each group work out several objective type questions on things to do to assist the body's natural defences. Pool these questions for a class test.

GRADE VIII—UNIT V—LIVING STANDARDS AND VALUES

POINT OF VIEW

Personality is an inclusive term which refers to the growth and behavior of the individual as a whole. It may be thought of as the whole person in action. Personality has its roots in the past, and is the continual process of "becoming". While personality refers to the totality of human feeling and behavior, character is commonly employed as a term applying to behavior for which society has organized legal, ethical or religious standards. As such, character is closely associated with the code of living or philosophy of life which an individual develops. The foundations of character lie in human heredity, intelligence and experience. Therefore the participation of students in activities having potential character-building values is one of the most effective means of developing character in young people.

The day-by-day experiences of the child mold his personality. We do not teach personality but, by class discussion, are able to assist the student to become a better person by helping him to evaluate his daily behavior. Much of the discussion in class and the research work in committees should result in the student's becoming aware of the good qualities that one should possess.

The student should be encouraged to develop individual standards and ideals which will help him to take a stand against wrong-doing. The student should be concerned with the study of the self and the relationships which determine the role of the individual in the group. Popularity based on superficial ideas

should be discouraged. The teacher should avoid moralizing; rather he should guide, with kindness and tact, the discussion of the students so that they themselves will arrive at a satisfactory understanding.

Desirable behavior traits are based upon an acceptable code of living and upon wholesome attitudes. Considerable emphasis should be placed on the development of true values, the wise choice of goals, the importance of standards, and the need for faith in ideals. That is, it is hoped that students will develop attitudes that will help them to live a good life.

Teachers should recognize that the student in early adolescence feels that he must be accepted by his fellows and tends to conform to their wishes. At the same time, the student should be led to appreciate that popularity for its own sake leaves much to be desired. Therefore, adult guidance should be kindly, unobtrusive, and yet helpful to the student in the development of his own standards. The young adolescent needs to be both dependent and independent. He needs many opportunities to make decisions for himself, and at the same time needs some assurance in his own mind of security. The teacher must also realize that the physical development of the adolescent is accompanied by emotional changes which, at times, flare into open revolt against established custom.

Physical energy is expressed in many ways by the adolescent. The interests of girls at this age are very dissimilar to those of boys at the same age. On the one hand, young adolescents have a strong interest in philosophical, ethical and religious problems, and on the other they return to habits of the younger child. Fear of ridicule and of being unpopular, over-sensitiveness, self-pity, assertion of independence from the family—these are real problems. The student will gain comfort by realizing that many of his "big" problems are common to all young people. This should result in a more balanced person, one who feels his worth as an individual and as one of the group.

GRADE VIII

The Grade VIII unit brings up for consideration qualities that have a bearing on the kind of person one becomes. The understanding that good character is the individual's most important asset should be stressed as an outcome of the unit. There should be a growing understanding of the good qualities that one should possess.

NOTE:

The teacher must be careful to discourage excessive introspection. The idea should be conveyed that "big" problems are really common to all young people and are not unique. The development of each topic should be carried out in such a manner as to avoid embarrassment to any individual student through identifying personal problems with a special individual, criticizing the student for his ideas, or bringing the home or his family into class

discussion. The teacher should be genuinely concerned with the personal problems of the individual student but these problems should be discussed in private or the matter referred to the school counselor.

Note: See page 54 (Grade VII, Unit V) for the overall point of view.

SPECIFIC OBJECTIVES FOR THIS UNIT

Understandings

As an outcome of the work in this unit, the student should have acquired the following understandings:

1. Good character is the individual's most important asset.
2. Growing up consists of many things—more freedom, more interests, more abilities, and more responsibilities.
3. Loyalty to one's associates is a personal responsibility.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities, or habits:

1. The ability to make friends by showing sympathy and understanding and by refraining from undue criticism.
2. The ability to distinguish between positive and negative ways of satisfying his personal needs.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Faith in ideals as expressed by a reverence for something greater than ourselves.
2. Growing responsibility by accepting his share of duties in the life around him at home, at school, and in the community.

REFERENCES

Being Teen Agers, Ch. 1, 3-5, 7, 8, 10, 16, 22, 24-29, 32.

Into Your Teens, Pp. 6-9, 17-30, 36, 61, 80-81, 87-91, 96-133, 140, 164-197, 230-234.

OUTLINE OF UNIT V

SECTION I—INTRODUCTION TO PERSONALITY

- A. All Round Boys and Girls
- B. Personality and Character
- C. Social Skills
- D. Looking Your Best
- E. Distinctive Features.

SECTION II—GUIDEPOSTS

- A. Being With the Crowd
- B. Developing Responsibility
- C. The Desire to Succeed
- D. Religious Ideals, Ethical and Moral Values
- E. Desirable and Undesirable Ways of Satisfying Our Desires.

SECTION III—LIVING STANDARDS AND VALUES

- A. Co-operation with Others.
- B. Our Behavior Yesterday, Today, and Tomorrow
- C. Ideals at Work.

SECTION IV—SOCIAL VALUES

- A. Developing a Spirit of Co-operation in the Family
- B. Making Friends
- C. Date Data.

GRADE VIII—UNIT V—LIVING STANDARDS AND VALUES

(Suggested time allotment 6-7 weeks)

SECTION I—INTRODUCTION TO PERSONALITY

Content	Teaching Procedures and Suggested Activities
<p>A. All Round Boys and Girls. References: <i>Into Your Teens</i> P. 6, "Real Life Problems" P. 8, "Growing Up" <i>Being Teen Ager</i> Ch. 1, "All Round Boys and Girls."</p>	<p>Discuss with the students the importance of living a well-balanced life. (See Unit II for correlation with health aspects).</p>
<p>B. Personality and Character. Reference: <i>Being Teen Ager</i> Ch. 3, "Personality Plus."</p>	<p>1. Analyze with the class the description of the traits or qualities outlined below: Courage, sincerity, loyalty, honesty, faith, love and self-sacrifice, co-operative spirit are traits of character desirable and essential in any good personality. Honesty. People in general have little use for the person who is dishonest or untruthful. No matter how clever such a person is, sooner or later these habits will come to light. Does cheating in school work pay? If one is not discovered he is</p>

Content

Teaching Procedures and Suggested Activities

worse off for he has cheated only himself.

Loyalty. This implies faith and devotion, and an unwillingness to desert a cause or a friend unless that cause or friend proves unworthy. It is important to be able to distinguish between loyalty to what is right and loyalty to what is wrong. We must be loyal to ourselves, especially to our ideals and standards. This loyalty requires us to be careful about the kinds of amusements we choose, the literature we read, and the personal habits we acquire.

Dependability. Let others see that they can rely on you. Be accurate in what you say and punctual in what you do.

Kindness—"A language that the dumb can speak and the deaf can understand." Consideration for others is a mark of the mature, desirable personality.

Everyone likes a person who can smile. After a good laugh we are much less likely to be grouchy, mean, and critical. The perpetual worrier is a "wet blanket."

2. Ask each student to write a short description of someone whom he admires explaining why he admires the person. Students should not use the real name of the person.
3. Pupils might make a list of ways in which they sometimes show a lack of will-power and self-control.
4. Ask students to try to carry on a conversation for several minutes without introducing "I" into the conversation.
1. Ask the students to consider the following aspects of manners and disposition:
 - Poise—the importance of appearing at ease and confident.
 - Courtesy and tact—The Golden Rule. Rudeness never pays. Ridi-

C. Social Skills.

References:

Into Your Teens

P. 80, "A Party in the Offing"

Content	Teaching Procedures and Suggested Activities
<p>P. 97, "These Feelings of Uncertainty"</p> <p>P. 102, "Test Your Social 'Know-How' "</p> <p>P. 121, "Some Interesting News"</p> <p>P. 122, "Accepting Yourself as a Boy or Girl"</p> <p>P. 123, "Those Stereotyped Ideas."</p> <p><i>Being Teen Agers</i> Ch. 8, "Etiquette's Easy."</p>	<p>cule, sarcasm, and personal gibes may give one the impression that he is being clever but they hurt and have a bad after-effect.</p> <p>Temperament—The importance of self-control. Temper outbursts do not impress others. If one keeps his head he can think his way out and often gain his point. If he loses his head, he may lose everything, including his dignity. Anger comes from a lack of security or from not being in command of the situation.</p> <ol style="list-style-type: none"> 2. Have the class practice methods of shaking hands and meeting others, by asking half the class to act as receiving lines and the remainder as guests. 3. Ask members of the class to dramatize the right and wrong ways of entering a room full of people. 4. Have the members of the class hold panel discussions on the following subjects: "The importance of first impressions." "A good listener." 5. Ask the class to dramatize the difference between good manners and "putting on airs." 6. Have the class make a list of the situations in which the students can practice good manners.
<p>D. Looking Your Best.</p> <p>References:</p> <p><i>Into Your Teens</i></p> <p>P. 109, "Some Helpful Hints for Girls"</p> <p>P. 116, "Some Tips on Good Grooming for Boys"</p> <p><i>Being Teen Agers</i> Ch. 7, "Looking-Glass Looks."</p>	<ol style="list-style-type: none"> 1. Ask the class to discuss the wisdom of investigating the latest fad and the importance of current styles in clothes. 2. Appoint a committee to investigate and express its opinions on the importance of being neat and appropriately dressed.

Content	Teaching Procedures and Suggested Activities
<p>C. The Desire to Succeed.</p> <p>References:</p> <p><i>Into Your Teens</i></p> <p>P. 128, "An Older Sister Tries to Help"</p> <p>P. 130, "Taking Criticism"</p> <p><i>Being Teen Agers</i></p> <p>Ch. 28, "When You Are in Trouble."</p>	<p>3. Divide the class into a number of committees and have each examine in its own way the responsibilities which the individual should shoulder in the various groups to which he might belong.</p> <p>1. Why do we want to succeed? Let the students list their reasons individually, then pool the lists, and arrange the reasons given in order of frequency. Use the reasons given as a basis for general discussion.</p> <p>2. Discuss methods which the individual might use in seeking success. Are all methods desirable? Do methods change with a change of goals? In what way does the individual reveal his character in his methods?</p> <p>3. Determine by discussion the varying standards of success and failure. Ask some students to describe how they felt when faced with failure and tell what they did about it.</p>
<p>D. Religious Ideals, Ethical and Moral Values.</p>	<p>1. Have a number of pupils report to the class on the various ways in which people may worship, with particular reference to approaches common to all religions. Do not permit criticism or unfavorable comparison.</p> <p>2. Discuss with the class the value of tolerance towards the religious faiths of those who differ from others. (Tolerance and respect for other faiths should be encouraged throughout this section).</p> <p>3. How does the church aid in the development of character and personality? Does attendance at church involve any responsibility on the part of the individual?</p> <p>4. "He that ruleth his spirit is better than he that taketh a city." Have the class discuss this quotation.</p>

Content

Teaching Procedures and Suggested Activities

E. Desirable and Undesirable Ways of Satisfying Our Desires.

References:

Into Your Teens

P. 20, "Growing Up Socially and Emotionally"

P. 96, "Mixed Feelings"

P. 140, "Just Before the Party"

Being Teen Agers

Ch. 26, "Our Feelings Grow Up"

Ch. 27, "Handling Our Emotions"

1. With the pupils give consideration to and discuss the following points: What are we seeking? Everyone wants to be with people, to love and be loved, and to feel that he belongs. The family or the home is the most important institution in society for satisfying the desire for mutual love and the need for belonging. Organizations such as Boy Scouts, C.G.I.T., Girl Guides and Tuxis also assist in meeting this need in boys and girls.

Everyone wants to excel in something. We often like best what we do best, and success brings satisfaction. It is important to realize that success cannot be achieved without effort.

Everyone wants to believe in something. Young people generally know a person who seems to them an ideal man or woman. The qualities of sportsmanship, loyalty and courage are admired in others. They are qualities that we would like to possess. We wish to believe in something that endures. We all need faith and religion because it gives meaning to everything.

2. The wrong way to satisfy our desires. Sometimes we are unhappy and discontented because of unsatisfied desires. Instead of facing the problem we go around it. Bad habits are formed and undesirable personality traits may develop.

Day-dreaming. This is only a substitute for an accomplishment. Day-dreaming can sometimes be an incentive to accomplishment.

Temper outbursts. Shouting and blustering are often ways of attracting attention. They are not desirable ways of solving problems. Bragging. We brag to bolster our own opinion of ourselves.

Clowning, loud laughter and pranks. Feigning illness. Imaginary aches and pains are sometimes

Content	Teaching Procedures and Suggested Activities
	<p>convenient and help to evade difficulties. Sickness also brings sympathy.</p> <ol style="list-style-type: none"> 3. Have small groups of students dramatize some of the actions mentioned in 2, above. 4. Ask a panel of students to suggest ways by which these undesirable tendencies can be controlled. After the members of the panel have expressed their opinions obtain class opinion. Attempt to develop workable conclusions.

Evaluation Devices

1. Ask the students to prepare a chart of responsibilities which they should assume at school. Have them keep this chart at the beginning of their notebook. At the end of a definite period of time have the students rate themselves in terms of carrying out their responsibilities.
2. Prepare a true-false test on the means for achieving success. Have the students score the test and determine, by discussion, how their opinions differ from those commonly accepted.

SECTION III—LIVING STANDARDS AND VALUES

Content	Teaching Procedures and Suggested Activities
<p>A. Co-operation with Others.</p> <p>Reference:</p> <p><i>Being Teen Agers</i></p> <p>Ch. 16, "Let's Talk About Teachers"</p> <p>Ch. 22, "Working with People"</p>	<ol style="list-style-type: none"> 1. Have the students keep a list for a week showing instances where they believe they have co-operated with others. 2. Discuss with the class how ideal co-operation can be developed in the home, the school, and the community. 3. Ask a panel of students to discuss influences which it is felt may hinder the student from co-operating in various situations. In class discussion try to determine ways by which the student can overcome these hindrances.

Content

Teaching Procedures and Suggested Activities

B. Our Behavior Yesterday, Today, and Tomorrow.

References:

Into Your Teens

P. 17, "Growing Up Mentally"

P. 24, "Problems and More Problems"

P. 36, "Your Troubles Don't Just Happen"

P. 230, "What Do You Mean by Good Mental Health?"

Being Teen Agers

Ch. 29, "How We Are Alike"

4. List with the class various ways in which they co-operate with others. From the list prepared discuss evidence of conscious and unconscious co-operation.

1. Discuss the changes in responsibility which the students, individually, feel have occurred as a result of their growth from childhood to adolescence.

2. What do members of the class consider as childish behavior for teenagers?

3. Discuss the behavior of the bully, the braggart, and the clown.

4. The pupils might put on a skit to contrast the behavior of a mature person with that of one who acts childishly when told that he cannot do something that he wants to do.

5. Ask the class to make a list of childish characteristics that should be avoided. Beginning many activities but finishing none, sulking about the weather, and interrupting conversations are illustrations.

6. The class might discuss I Corinthians, 13:11, "When I was a child, I spake as a child, I felt as a child, I thought as a child; now that I have become a man, I have put away childish things."

7. Have the class try to classify each of the following expressions under the headings, "Social Maturity," and "Social Immaturity."
 "Watch me," "You can't tell me," "Take my advice," "What do you think?" "I know better," "Good for you," "Get out of our way," "Let me go first," "That sounds swell," "Listen to me," "I'm right with you," "Tell me about it," "You don't know what you're talking about."

Ask the class to add to this list.

Content	Teaching Procedures and Suggested Activities
<p>C. Ideals at Work.</p> <p>Reference:</p> <p><i>Being Teen Ager</i> Ch. 29.</p>	<ol style="list-style-type: none"> 1. Arrange with some members of the class to act out this situation: Bob is trying to persuade Mike to do something which is contrary to Mike's standards. Have the group try out different ways of meeting the situation. 2. Arrange a class discussion wherein members can discuss with the whole class actions which the individual is not sure are right or wrong. 3. Have the students list incidents in which individually they feel they exercised a sense of responsibility and inner control. 4. Ask the pupils to make reports on some of the great men and women of the past whom we might discuss for the ideals they adhered to or developed. (See Unit III, Grade 7, for suggestions). 5. "The desire to help others should be developed." Ask a panel of speakers to state their opinions on the above subject. Provide for class suggestions to increase student understanding.

Evaluation Devices

1. Make a list of forms of mature and immature behavior. Have the students identify each form of behavior in terms of maturity.

SECTION IV—SOCIAL VALUES

Content	Teaching Procedures and Suggested Activities
<p>A. Developing a Spirit of Co-operation in the Family.</p> <p>References:</p> <p><i>Into Your Teens</i> See P. 164-190. P. 192-196.</p>	<ol style="list-style-type: none"> 1. Ask the student to write a paper on "The most important contributions I can make to my family." 2. Have the class consider this question: How can an individual give his family the greatest pleasure?

Content	Teaching Procedures and Suggested Activities
<p><i>Being Teen Agers</i></p> <p>Ch. 25, "Taking My Part in the Family"</p>	<p>3. Discuss in general terms problems which an individual may have with brothers and sisters. How can these problems be solved? Do not permit personal references.</p> <p>4. In class discussion bring out the need for family loyalties and the way these are developed.</p>
<p>B. Making Friends.</p> <p>References:</p>	<p>1. Ask the students to list the ways in which they can help others to make friends.</p>
<p><i>Into Your Teens</i></p> <p>Pp. 28, 30, 87.</p>	<p>2. Discuss in class the various difficulties which the new student in the school has to overcome. How can he be assisted by the individual student?</p>
<p><i>Being Teen Agers</i></p> <p>Ch. 4, "Making Friends"</p>	<p>3. Have the students present their ideas on feelings within themselves which seem to prevent them from making friends. Try to find ways of overcoming such feelings.</p>
<p>Ch. 5, "Helping Others Make Friends"</p>	<p>4. Have the pupils list actions that cause them to rate others favorably.</p> <p>5. "People are naturally kind." A discussion of this topic should prove of value to the group.</p> <p>6. In order to study how affection influences another person's behavior, ask the pupils to try for three days to refrain from finding fault with someone whom they frequently criticize. At the same time ask them to show as much interest in the other person as they can. Discuss the results.</p> <p>7. Ask each student to outline in essay form his reactions to the topic, "The value of friendships."</p> <p>8. Appoint student committees to report to the class on the following subjects: It costs a lot to live. How can I contribute to friendship? Bitter words have bad effects.</p>

Content	Teaching Procedures and Suggested Activities
C. Date Data. References: <i>Into Your Teens</i> P. 99. <i>Being Teen Ager</i> Ch. 10. "Date Data for Boys" "Date Data for Girls"	1. Discuss ways of asking another to go out. Have some students dramatize this situation. 2. Draw up a list of "do's" and "don'ts" of dating for boys and girls.

Evaluation Devices

Ask the class to write on the question: "Is it necessary to lower one's standards and ideals in order to be popular?" The students might exchange papers and evaluate the arguments presented.

GRADE VIII—UNIT VI—GROUP LIFE

POINT OF VIEW

From the earliest period in the life of a child various environmental factors play their stimulating role in the development of the individual. At the very young ages parental influences are the strongest. The home is one of the most powerful transmitters of the culture of the group. By the time the child starts school a host of other environmental influences are crowding in upon him. The most important of these are the school, the church, associates and recreational activities. Closely related to the influence of the home is that of associates. As the child reaches pre-adolescence his groups become increasingly important to him. Intimate companions greatly influence his conduct. A closely related problem is that of the effect of group standards. These standards developed by the group affect the moral outlook and behavior of all its members.

The improvement of individual conduct is largely dependent upon the total group and the spirit which welds it together. When improvement in behavior takes place in school, it seems to be contingent not upon length of attendance but upon child-teacher relations, class morale, and special emphasis upon character and citizenship training. The most successful schools in the field of moral concepts and training are those which emphasize the needs of the child as an individual, which provide guidance and opportunity for development of social skills and attitudes, and which establish a partnership with the home. Nature provides the foundations for striving and the potentialities for development. The activities of the school should provide opportunities for young people to practice desirable response with satisfaction and to make such generalizations therefrom as will encourage the application of their learning in other situations.

GRADE VIII

The student in Grade VIII should be encouraged to appraise his groups. The importance of using critical judgment to determine individual behavior in a group should be stressed. This unit affords the student the opportunity of examining his relationships with the groups to which he belongs.

Note: See page 66 (Grade VII, Unit VI) for the overall point of view.

SPECIFIC OBJECTIVES FOR THIS UNIT

Understandings

As an outcome of the work in this unit, the student should have acquired the following understandings:

1. Intelligent participation in group activities is important to democratic living.
2. School life provides opportunities for learning to work together effectively.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities or habits:

1. The ability to be a leader some of the time and a good follower the rest of the time.
2. The habit of doing his part to make his community a pleasant place in which to live.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Appreciation of the value of social institutions in the community.
2. Respect for wholesome adult leadership.

REFERENCES

Being Teen Ageds, Chapters 9, 12, 30, 31, 33.
Into Your Teens, Pages 34-35, 148-157, 198-205.

OUTLINE OF UNIT VI

SECTION I—GROUP LIVING

- A. Group Study Methods
- B. Contribution to the Group
- C. Classroom Behavior.

SECTION II—SOCIAL INSTITUTIONS

- A. The School as a Social Institution
- B. The Way the School Helps the Student to Adjust to His Environment
- C. The Co-operation of Home and School.

SECTION III—DEMOCRATIC LIVING

- A. Contributing to the Community
- B. Democracy for Boys and Girls in Everyday Living

SECTION IV—GROUP THINKING

- A. Group Projects
- B. Influence on the Group
- C. Adult Leadership.

SECTION V—LEISURE TIME ACTIVITIES

- A. Group Recreation
- B. Activities and Juvenile Delinquency.

SECTION VI—LEADERS AND FOLLOWERS

- A. Competition for Leadership
- B. Group Planning
- C. Progress Depends Upon Participation.

GRADE VIII—UNIT VI—GROUP LIFE

(Suggested time allotment 4-5 weeks)

SECTION I—GROUP LIVING

Content	Teaching Procedures and Suggested Activities
A. Group Study Methods.	<ol style="list-style-type: none"> 1. Have the class develop a list of ways by which each individual can contribute to better class study. 2. Discuss methods to be followed by committees in preparing written reports.
B. Contribution to the Group.	<ol style="list-style-type: none"> 1. Ask the students to suggest what they look for in their school mates. The composite picture developed will provide opportunity for worthwhile discussion. 2. In class discussion develop student understanding of how each can contribute to the group and assist in the maintenance of group standards, especially as they relate to behavior.
C. Classroom Behavior.	<ol style="list-style-type: none"> 1. In open forum list the ideas advanced by the students relative to classroom behavior and have the class draw up a code for such behavior. Try to have the students evaluate the responsibility of the individual for class discipline and order.

Evaluation Devices

Assign as an essay topic—"Ways by which we can learn to know our fellow student." Have the students exchange their completed essays and ask them to evaluate the ideas expressed for their worthiness.

SECTION II—SOCIAL INSTITUTIONS

Content	Teaching Procedures and Suggested Activities
A. The School as a Social Institution.	<ol style="list-style-type: none"> 1. Discuss the nature of the school as one of the social institutions in the community. 2. Discuss with the class the reasons for the minimum school-leaving age of 15 years. Determine from the discussion why it is desirable that a student obtain as much education as possible.
B. The Way the School Helps the Student to Adjust to his Environment.	<ol style="list-style-type: none"> 1. How does the school assist the student in adjusting to his immediate environment?
C. The Co-operation of Home and School.	<ol style="list-style-type: none"> 1. Appoint a committee to interview the chairman of the Home and School Association for permission to attend one of its meetings. The committee should then report its findings to the class. Discussion should bring out the reasons for a Home and School Association and how it can and does assist the school.

Evaluation Devices

As a result of the study of this section, have the students list the causes for leaving school and ask them to evaluate the possible effects of such an action.

SECTION III—DEMOCRATIC LIVING

Content	Teaching Procedures and Suggested Activities
<p>A. Contribution to the Community. Reference: <i>Being Teen Agers</i> Ch. 33, "Your Community and You"</p>	<ol style="list-style-type: none"> 1. Discuss with the class the question of destruction of property. 2. Appoint a committee to investigate ways and means that the group can use to contribute to worthwhile living in the community.
<p>B. Democracy for Boys and Girls in Everyday Living. Reference: <i>Being Teen Agers</i> Ch. 30, "Democracy a Privilege"</p>	<ol style="list-style-type: none"> 1. Ask a mixed panel of boys and girls to discuss the question: "What do we understand by the term 'freedom'?" 2. Review some of the advantages and purposes of a democracy. 3. Ask a group of students to dramatize a situation where prejudice is introduced to sway the thinking of the group. To summarize, the class should evaluate the effects of prejudice on their thinking. 4. Democracy implies a certain freedom of speech, association, religion and activity. In what ways does the school encourage the development of democratic practices? What limitations must be recognized in the school situation?

Evaluation Devices

Arrange a check list of items dealing with the features of democratic living. Have the students evaluate themselves against the list.

SECTION IV—GROUP THINKING

Content	Teaching Procedures and Suggested Activities
<p>A. Group Projects.</p>	<ol style="list-style-type: none"> 1. Have a boy or girl report to the class on situations in which they think that individual students might fail to act in the interest of the class as a whole. This should be impersonal.

Content	Teaching Procedures and Suggested Activities
<p>B. Influence on the Group. Reference: <i>Being Teen Ager</i> Ch. 31, "Taking Part in the Group"</p>	<ol style="list-style-type: none"> 2. Obtain class opinion and impressions on the question, "How do boys and girls plan activities for their groups?" 3. Have the class discuss the exercise of will-power and self-control by the individual in group activities. 4. What is the responsibility of the individual member in a group project?
<p>C. Adult Leadership.</p>	<ol style="list-style-type: none"> 1. Dramatize the situation where bickering and temper displays affect the success of a team playing an important game for the school. 2. How may influences affect clear thinking within a group?
	<ol style="list-style-type: none"> 1. Assign to student committees preparation of reports in answer to the following questions: Does there always have to be a "boss" for groups such as athletic teams, room parties, yearbooks, etc. Should student groups usually have adult leadership? How can students best enjoy school activities? What organizations should provide activities and to what extent should they be supervised?

Evaluation Devices

Prepare in narrative form a short story telling the steps which a confused student took toward the solution of a problem. Have the students rearrange the details to illustrate clear thinking in arriving at a more reasonable solution.

SECTION V—LEISURE TIME ACTIVITIES

Content	Teaching Procedures and Suggested Activities
<p>A. Group Recreation.</p> <p>References:</p> <p><i>Into Your Teens</i></p> <p>Pages 34, 148, 150, 152, 154.</p> <p><i>Being Teen Agers</i></p> <p>Chapters 9, 12.</p>	<ol style="list-style-type: none"> 1. Arrange for a panel to discuss the question: "How much fun should we expect to have at school?" 2. Ask a committee to report on the responsibilities of the host and the guest at a party. 3. Discuss with the class the possibility that a party may be a difficult experience for certain individuals. Have them suggest how these people can best join in the fun. 4. Have the class draw up a check list of points to look for in selecting desirable leisure-time activities. 5. Assign committees to make a survey of the facilities available for leisure time activities in the community. Have them assess the degree to which members of the community participate in the different activities and offer suggestions as to ways and means of increasing the number of participants. 6. Obtain written student opinion on the question, "Is it possible to engage in too many out-of-school activities?"
<p>B. Activities and Juvenile Delinquency.</p> <p>Reference:</p> <p><i>Into Your Teens</i></p> <p>Pages 198, 199, 204.</p>	<ol style="list-style-type: none"> 1. Try to obtain class opinion of the question, "How can leisure time best be used in the prevention of juvenile delinquency?" 2. Arrange for various students to illustrate and demonstrate leisure time activities which interest them. A list of hobbies and means of starting them can be suggested by students. 3. Select student committees to consider and report on the following questions: What are some of the reasons for delinquency? What suggestions can we offer for improvement of the situation?

Evaluation Devices

Using a check list of points to look for in selecting good activities, have the students evaluate the activities in which they take part.

SECTION VI—LEADERS AND FOLLOWERS

Content	Teaching Procedures and Suggested Activities
A. Competition for Leadership.	<ol style="list-style-type: none"> 1. As preparation for an open forum on the benefits and hazards of competition, have the class prepare lists showing the desirable and undesirable features of competition. 2. Discuss the statement, "A good leader does not buy his way."
B. Group Planning.	<ol style="list-style-type: none"> 1. Assign to a committee the task of drawing up plans for a class party. At the same time have three or four individuals draw up similar plans by themselves. Compare the different plans on completion and discuss the effectiveness of co-operation on group planning. 2. Everyone has many feelings in common, yet within the group there may be much bickering. Discuss how this bickering can affect the work or play of the group.
C. Progress Depends upon Participation.	<ol style="list-style-type: none"> 1. Assign for panel discussion the topic, "In order to be a good leader, one must first know how to be a good follower." 2. Determine through discussion with the class the progress of the individual in the group who is always willing to "let Tom do it." 3. Have the class discuss the effect of using bribery as a means of getting something done. 4. If all members of a group recognize the contribution and importance of every other member more co-operation will be evident, thus increasing the effectiveness of the group. Why is this true? 5. Ask for student opinion on the question, "Why is it desirable for the leader to delegate authority to his followers?"

Evaluation Devices

Design a true-false test based on the desirable qualities of a good leader. After the test, in class discussion, have the students support their choices.

GRADE VIII—UNIT VII—USING OUR PHYSICAL RESOURCES

POINT OF VIEW

In this unit the student learns how the body is made, how it functions and what should be done to keep it healthy. No emphasis is placed on anatomical or physiological detail but children should gain enough knowledge of how the body works to form a basis for intelligent care. It is not important to learn scientific terms except where they contribute to the general understanding of the structure being studied. Diagrams, charts and other illustrative material should be used as much as possible. The teacher should try to relate explanations in physiology to good health practices whenever possible. The topics outlined in the other units should be kept in mind as there are many opportunities for correlation which will make the work of this unit more meaningful.

GRADE VIII

In Grade VIII two systems of the body are studied, the digestive and the circulatory. Students should learn in general terms the steps in digestion and the habits that contribute to good digestion. The work of the heart and the great blood transportation system should be related to the absorption and distribution of food, as well as to the topics in the preceding units, especially how the blood protects the body against infection. Steps taken to promote the health of these systems are much more important than technical knowledge.

Note: See page 76 (Grade VII, Unit VII) for the overall point of view.

SPECIFIC OBJECTIVES FOR THIS UNIT**Understandings**

As an outcome of the work in this unit the students should have acquired the following understandings:

1. Knowing how the body digests food helps one to develop good eating habits.
2. One can better protect the heart and other organs of the body by understanding the work they do.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities, or habits:

1. The ability to see the relationship between good health practices and the structure and work of the digestive and circulatory systems.
2. The habit of practicing healthful living particularly in relation to circulation and digestion.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Awareness that studying digestion and circulation is of value in promoting one's personal health.
2. Interest in the various types of research that have revealed the intricate processes of digestion and circulation.

REFERENCES

Good Health for Better Living, Chapters I, II, III.

Into Your Teens, Pp. 10-11, 145, 226-229, 242, 244, 257-261.

Pamphlets, Health Education Division, Department of Health, Edmonton.

For Healthful Living, (Grade VII reference), Chapter VI.

The Story of Blood, Canadian Red Cross Society, Calgary or Edmonton.

OUTLINE OF UNIT VII

SECTION I—HOW THE BODY PREPARES FOOD FOR ITS USE

- A. Why We Need Food
- B. What is Digestion?
- C. The Nature of the Digestive Tract
- D. Steps in Digestion
- E. Appendicitis and Its Nature
- F. Food Poisoning
- G. Food Fads.

SECTION II—THE GREAT DELIVERY SYSTEM OF THE BODY

- A. Early Ideas About the Work of the Heart and the Importance of Blood
- B. Harvey's Work Revolutionized the Practice of Medicine
- C. The Heart as a Pump
- D. Heart Disease in Young People
- E. Heart Disease in Older People
- F. Our Transportation Lines
- G. What is in Blood?
- H. The Nature of Shock
- I. The Red Cross Blood Transfusion Service

GRADE VIII—UNIT VII—USING OUR PHYSICAL RESOURCES

(Suggested time allotment 4-5 weeks)

SECTION I—HOW THE BODY PREPARES FOOD FOR ITS USE

Content	Teaching Procedures and Suggested Activities
<p>A. Why We Need Food.</p> <p>We need food: As fuel for heat energy and for muscular or movement energy. As material with which to build tissue or repair tissue. As material from which to make enzymes and hormones which regulate and maintain body processes.</p>	<ol style="list-style-type: none"> 1. Ask committees to discuss such problems as: Why do we feel weak when we are hungry? Why do we have a big appetite after strenuous activity such as skating or swimming? Why does an adolescent boy often eat more than his father? Why do poorly nourished people (e.g., half-starved people in war-torn countries) develop sores on the skin? What are the causes of beriberi, scurvy and pellagra.
<p>B. What is Digestion?</p> <p>Food must be in liquid form before it can be absorbed. Most foods are in "storage" form, i.e., the plant or animal has stored the food in large insoluble molecules. The digestive juices split molecules so the cells can use them, that is, complex substances are broken down into simple ones.</p>	<ol style="list-style-type: none"> 1. Have a member of the class perform an experiment to show the principle of osmosis. 2. Make a diagram to show the membranes through which food must pass before it can be used by the body, i.e., intestinal wall, capillary wall, cell wall. 3. Explain the meaning of molecules; show by a diagram how complicated molecules can be broken down into simpler molecules.
<p>C. The Nature of the Digestive Tract.</p>	<ol style="list-style-type: none"> 1. Have the class sketch the digestive tract in their notebooks and mark its parts, and ask them to explain why it might be called a laboratory.
<p>D. Steps in Digestion:</p> <p>The mouth begins the digestive processes. The stomach has several jobs to do:</p> <ol style="list-style-type: none"> (1) Acts as a reservoir for food. (2) Begins the digestion of proteins. (3) Manufactures enzymes. 	<ol style="list-style-type: none"> 1. By class discussion determine answers to the following questions: (a) How have we found out about digestion? Look up the story of Dr. Baumont and Alexis St. Martin. (b) How do the X-ray and the fluoroscope help us to understand digestion? (c) What is a stomach pump? (d) Would it help us to understand digestion?

Content**Teaching Procedures and Suggested Activities**

The small intestine carries on the major part of digestion and provides an enormous surface for absorption. The large intestine removes wastes. Bacteria in intestine probably manufacture important enzymes.

2. Ask the students to make a drawing to show the location of the salivary glands and have them outline in red the ones that become infected in mumps.
3. Draw a diagram of a taste bud. Have the class determine why food must be in a more or less liquid form in order to taste it? Of what value is taste?
4. Appoint a committee to do the following assignment: Make a drawing of the teeth and indicate the particular job of each kind of tooth. What kind of food is dangerous to teeth? Why are soft drinks and hard candy particularly harmful to them?
5. Discuss with the class such problems as:
 - (a) How much the stomach holds; how fast it empties itself; the relation of the emptying time to meal time.
 - (b) One of the digestive enzymes is made into a commercial product called rennet. What is it used for?
 - (c) Another digestive enzyme is known as vitamin B₁₂. Determine its function.
 - (d) What is "heartburn"? Set down some common causes of pains in the stomach. Explain peristalsis.
6. Ask the class to make a drawing of the duodenum showing the ducts emptying into it and write a note explaining why it carries on a large part of digestion.
7. Discuss some of the factors that influence peristalsis and the removal of wastes, e.g., fatigue, worry, diet, amount of water consumed, etc.
8. Discuss the harm done by laxatives, such as destroying normal peristaltic movements and removing important bacteria.

Content	Teaching Procedures and Suggested Activities
E. Appendicitis and its Nature	9. Plan with the class a day's diet that would help to overcome constipation. What routine habits would be helpful also?
F. Food Poisoning — (a bacterial infection of food). Food poisoning can be prevented by cleanliness in the preparation of food and proper storage methods.	1. Discuss the nature and position of the appendix. Explain the nature of appendicitis. Set down the signs and symptoms of this infection. What is first-aid treatment? Why should an attack of appendicitis be considered an emergency?
G. Food Fads: Raw food fad. Yogurt and molasses. Foods to prevent "acidosis."	1. Discuss unscientific notions on poisoning. Stress the fact that spoiled food does not poison unless harmful bacteria are present. Answer such problems as: How could a cook with a sore throat or a bad cold start an epidemic of food poisoning? Some foods are more dangerous than others, such as ready cooked meats, cakes or pies with cream fillings. Why? Is food left in an opened can dangerous?
	1. Set up criteria for choosing an adequate diet. Emphasize the importance of a wide variety of foods both raw and cooked. Discuss the dangers associated with a diet cult, e.g., in causing poor nutrition and a neurosis about food.

SECTION II—THE GREAT DELIVERY SYSTEM OF THE BODY

Content	Teaching Procedures and Suggested Activities
A. Early Ideas About the Work of the Heart and Importance of Blood.	1. Discuss the ideas held by the ancients that the heart brewed vital spirits and so the terms, "heart-ache," "hardhearted," etc. 2. Appoint a committee to find out what Galen taught about the circulation of the blood. 3. How do you think we acquired such expressions as "blood will tell," "blood is thicker than water"? What would be the modern scientific explanation of these?

Content	Teaching Procedures and Suggested Activities
B. Harvey's Work Revolutionized the Practice of Medicine.	1. Discuss implications of Harvey's work, e.g., how would his discovery affect the treatment of hemorrhages, the giving of medicines, the understanding of the need for oxygen.
C. The Heart as a Pump. Factors that influence its rate of pumping. Exercise and rest. Excitement.	1. Explain the meaning of pulse. Show the proper method of counting the pulse. Count the pulse while seated and after two minutes of strenuous exercise. How does the heart rest itself. If the heart-beat drops by ten beats a minute while you are sleeping figure out how many beats are saved in eight to ten hours of sleep. Why does one get short of breath with strenuous exercise? Why does a period of training help to overcome this?
D. Heart Disease in Young People. Usually caused by infection that injures the heart valves, particularly rheumatic fever.	1. Ask members of the class to make a drawing showing a cross-section of the heart and shade the valves to show their shape and structure. 2. Discuss the nature of rheumatic fever. Appoint a committee to find in a reference book a good picture of the heart. Ask them to locate the coronary artery which nourishes the heart muscle and to discuss coronary heart disease.
E. Heart Disease in Older People.	1. Make a graph to show the increase in deaths from heart disease in Canada during the past 25 years. (<i>Canada Year Book</i>).
F. Our Transportation Lines. The vast, continuous network of tubes we call the blood vessels.	1. Ask the students to trace the circulation of the blood and to name the main trunk lines. 2. Appoint committees to examine the following questions: (a) What is meant by a hemorrhage? (b) What are the principles everyone should know about checking bleeding?

Content	Teaching Procedures and Suggested Activities
<p>G. What is in Blood? Cells. Water. Food. Oxygen. Secretions of the glands. Protective substances.</p>	<ol style="list-style-type: none"> 1. Ask for individual reports on the life and work of the red blood cells and the white blood cells. 2. Assign for individual study: <ol style="list-style-type: none"> (a) What is meant by a hemoglobin test? (b) What is the significance of a red cell count? A white cell count? (c) Keeping in mind the communicable diseases and inoculations you have had, set down the protective substances your blood is carrying. What is gamma globulin?
<p>H. The Nature of Shock: The disturbance in the circulatory system caused by nervous stimulation, hemorrhage and toxins.</p>	<ol style="list-style-type: none"> 1. Discuss the effect of shock on the body. Show the relation between the nervous and blood systems in this condition. Ask the students to write a note on how to recognize and treat for shock.
<p>I. The Red Cross Blood Transfusion Service.</p>	<ol style="list-style-type: none"> 1. Assign for reading the pamphlet, <i>The Story of Blood</i>, (free from Red Cross). 2. Discuss why blood is matched. 3. Have a panel discussion on the Canadian Red Cross Blood Transfusion Service.

GRADE VIII—UNIT VIII—SAFETY IN THE SCHOOL

POINT OF VIEW

In our industrialized, highly mechanized society accidents take a tremendous toll of life. They assume a top-ranking position in causing death and disability in the school ages. Feats of heroism and thrilling adventures are especially appealing to young people. A good school safety program aims to use constructively the craving for excitement and the love of adventure. For small children a distinction is made between "good adventures" and "bad adventures." For students in high school grades emphasis is laid on the stupidity of spoiling a good time, or allowing one's self to be taken out of the running, temporarily or permanently, for lack of "know-how" in doing things.

This unit outlines safety education with specific emphasis at the different grade-levels on special areas, such as the home, the school and the highways. The teacher, however, should use his own judgment in teaching safety measures that are important in safeguarding the lives of the children in his class, keeping in mind the potential dangers in their activities and environment. General principles of first-aid should be closely correlated with safety education. Time should be taken for demonstrations and practice in simple first-aid procedures.

GRADE VIII

In Grade VIII safety in and around the school is considered. Here, emphasis should be on the value of co-operative efforts of teachers, students, caretakers and other workers in making the school a safe and pleasant place in which to work. Students should be able to make a critical survey of possible hazards and to work out their own solutions for overcoming them. Responsibility should be developed for the protection of younger children through such activities as organized highway patrols, monitoring in halls and washrooms, and assisting on the playgrounds.

Note: See page 81 (Grade VII, Unit VIII) for the overall point of view.

SPECIFIC OBJECTIVES FOR THIS UNIT

Understandings

As an outcome of work in this unit the student should have acquired the following understandings:

1. Safety at school depends to an extent upon the co-operation of everyone at school.
2. Everyone should know something of first-aid measures to be taken when accidents occur.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities, and habits:

1. The habit of following safety rules and practices at school.
2. The skill required to practice first-aid measures when the occasion demands them.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Willingness to assume some responsibility for the safety of others as well as himself.
2. Awareness that knowledge of first-aid practices may prove vital in emergencies.

REFERENCES

Good Health for Better Living, Chapter X.

Into Your Teens, Pp. 272-307.

Pamphlet material from Alberta Safety Council, 9656 Jasper Ave., Edmonton; Alberta Motor Association, 9905 101A Avenue, Edmonton; and Canadian Red Cross, Calgary and Edmonton.

First-Aid to the Injured.

OUTLINE OF UNIT VIII

- A. Why Accidents Happen at School
- B. Special Hazards in Various Rooms
- C. Fire Drill
- D. Drowning
- E. First Aid
- F. Why Accidents Occur Going To and From School.

GRADE VIII—UNIT VIII—SAFETY IN THE SCHOOL

(Suggested time allotment 4-5 weeks)

Content	Teaching Procedures and Suggested Activities
<p>A. Why Accidents Happen at School.</p> <p>Personal reasons.</p> <p>Faulty equipment.</p> <p>Poorly planned buildings.</p> <p>Other causes.</p>	<ol style="list-style-type: none"> 1. Appoint a committee to make a study of accidents that occur in the school and to determine the places in the school that hold the most hazards. 2. Study with the class the accidents that occur in sports. One such study showed that almost half the accidents occurred in unorganized activities. Find out if this holds true for your school. 3. Assign these problems for individual answer: <ol style="list-style-type: none"> (a) Why does a medical examination of each player help to make athletics safer?

Content	Teaching Procedures and Suggested Activities
<p>B. Special Hazards in Various Rooms: Gymnasium. Washrooms and locker rooms. Halls. Auditorium. Laboratories. Swimming pool.</p>	<p>(b) What part does physical condition play in accidents that occur in sports? (c) Why does the knowledge of the rules and good techniques help to prevent accidents?</p> <p>4. Assign for paragraph writing, "Good health is allied with safety." 5. Some people are more apt to have accidents than others. Have the class give reasons for this.</p>
<p>C. Fire Drill: Organization of class and school procedure in fire drills. Fire hazards at school.</p>	<p>1. Develop a check list of hazards in various rooms of the school. Discuss proposed improvements with the Students' Union or Students' Council. 2. Develop a code of behavior for the gymnasium, for the halls and stairways. Emphasize thoughtfulness and responsibility towards others.</p>
<p>D. Drowning: Importance of learning to swim. Learning to take responsibility for yourself and others.</p>	<p>1. Discuss good opportunities to learn how to swim. 2. Send to the Red Cross Society for pamphlets on water safety. Discuss these. 3. Write out a list of rules for safety in the water.</p>
<p>E. First-Aid Facilities in Your School: First-aid kit. Cot and blanket in a suitable quiet room. First-aid manual.</p>	<p>1. Discuss a first-aid kit and what it should contain. Discuss use of the materials. 2. If the school has no place for sick or injured people to lie down comfortably in private, discuss means of obtaining these facilities. 3. Demonstrate with the aid of students simple first-aid procedures for small wounds, sprains, nose-bleeds, frost bites, burns, etc.</p>

Content	Teaching Procedures and Suggested Activities
F. Why Accidents Occur Going To and From School. Importance of school patrol. Hitch-hiking, jay walking. Careless bicycle riding. Playing games on streets and highways.	<ol style="list-style-type: none"><li data-bbox="491 215 1009 388">1. Discuss the need for a safety patrol. If an organized patrol is proposed have a committee contact the Alberta Motor Association or the local police. Note: See Unit I, Section I.<li data-bbox="491 401 1009 522">2. Discuss dangers of hitchhiking and jay-walking. Point out responsibilities placed on others by the people who do such things.<li data-bbox="491 534 1009 623">3. Study local regulations on bicycle riding. Develop a code of ethics for the bicycle rider.

GRADE VIII—UNIT IX—JOB UNDERSTANDING

POINT OF VIEW

This unit is an attempt to help students adjust to the future world of work by establishing good work habits, surveying local jobs, and considering the choice of a career. The value of education and training should be stressed. There should be no attempt to direct the student to a specific career. Rather, he should be given information and encouraged to make up his own mind with the help of his parents.

GRADE VIII

Students at this age level are developing a general interest in jobs in terms of work that their fathers and older brothers and sisters are doing. A classification of fields of occupations should not be attempted till the Grade IX year. The relation of school habits to job habits should make more real and practical the results of day-by-day effort. The students should now be at the stage in their development where they can discuss with understanding the satisfaction from good work in contrast with indifferent, half-hearted effort.

Note: See page 85 (Grade VII, Unit IX) for the overall point of view.

SPECIFIC OBJECTIVES FOR THIS UNIT**Understandings**

As an outcome of the work of this unit, the student should have acquired the following understandings:

1. Employment in the part-time job requires knowledge and application of good work habits.
2. The characteristics of different jobs in the community vary greatly.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities, or habits:

1. The habit of doing part-time jobs thoroughly.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Willingness to acquire sound work habits.

REFERENCES

*Being Teen Ager*s, Chapters 17, 18, 21, 23.

Into Your Teens, Pp. 308-323, 328-329.

OUTLINE OF UNIT IX

- A. Work in the Community
 - Survey of local jobs
 - Satisfaction in work.
- B. Learning From Work
 - The school provides job training
 - Part-time jobs.

GRADE VIII—UNIT IX—JOB UNDERSTANDING

(Suggested time allotment 4-5 weeks)

Content	Teaching Procedures and Suggested Activities
<p>A. Work in the Community.</p> <p>Survey of local jobs.</p> <p>Reference:</p> <p><i>Being Teen Agers</i></p> <p>Ch. 17, "Thinking of Future Jobs."</p> <p>Satisfaction in work.</p>	<ol style="list-style-type: none"> 1. Prepare a list of local jobs suggested by the class and record characteristics of each job such as conditions of labor, hours of work, importance of the job, wages. 2. Ask the class to study the above list and see what advantages are offered by advanced training. 3. Study with the group the topic, "What to look for in a job," to bring out points that should be remembered when they seek part-time work. 4. Assign to each student the preparation of a written report describing how one job is carried out. They should be asked to examine this job by observing men and women who are employed at this work. 5. Ask the students to list individually the factors that they consider should lead to satisfaction in part-time work.
<p>B. Learning from Work.</p> <p>The school provides job training.</p> <p>Reference:</p> <p><i>Being Teen Agers</i></p> <p>Ch. 18, "Education and Jobs."</p>	<ol style="list-style-type: none"> 1. Prepare with the class a chart to show ways in which school subjects provide general training for work. 2. Have the class discuss the question, "Is doing a job well habit-forming?" Illustrations from jobs should be introduced into the discussion. 3. Have the class study the meaning of the terms on the "Personal Growth" side of a report card and discuss the importance of these qualities in an employer and an employee. 4. Ask for committee reports on the following: Does school teach one to take criticism, to follow instructions? Do subjects have to be directly related to an occupation to have a job training value?

Content	Teaching Procedures and Suggested Activities
<p>Part-time jobs.</p> <p>References:</p> <p><i>Being Teen Agers</i></p> <p>Ch. 21, "What Makes a Good Worker?"</p> <p>Ch. 23, "Should I Get a Part-time Job?"</p> <p><i>Into Your Teens</i></p> <p>P. 308, "A Front Page Story"</p> <p>P. 312, "I've Never Worked Before"</p> <p>P. 310, "Planning Ahead"</p> <p>P. 313, "What Does It Take to Get and Hold a Job?"</p> <p>P. 316, "Someone Else Got the Job"</p> <p>P. 317, "Being Responsible"</p> <p>P. 320, "Making Good on the Job"</p> <p>P. 328, "An Uncomfortable Experience"</p> <p>P. 329, "Some Pointers for Baby Sitters."</p>	<ol style="list-style-type: none"> 1. Discuss with the class some of the following questions: What are the things an employer looks for in an employee? What characteristics do people expect one to display if one is doing part-time work, such as baby-sitting, delivering groceries or newspapers? Politeness does not cost anything. Will it help me in my work. If my work brings me into contact with the public how can lack of politeness affect my work adversely? 2. Ask the pupils to prepare reports on what they learn from part-time work and, by discussion, list the training values to be gained from this work experience. 3. How do part-time jobs at home serve as job training? Is there a relationship between good work at home and at school, and good work on the job? What things about jobs can we learn by doing part-time work? How can good habits in school relate to good habits in part-time work?

Evaluation Devices

1. Have the students evaluate in essay form the topic, "What do I learn from doing odd jobs or part-time work?"
2. Prepare a true-false test on factors to consider in job planning. Prepare a list of occupations and ask the students to classify them individually as skilled or unskilled.
3. Prepare a true or false test on statements relating to desirable job characteristics and qualities. Have the students score each other's papers and discuss their reasons for making the choices they did.

UNITS FOR GRADE IX

GRADE IX—UNIT I—EFFECTIVE LEARNING

POINT OF VIEW

The topics and activities in Unit I deal with various aspects of school life. This unit is designed to promote better study habits, good school spirit, and positive planning for future education.

GRADE IX

Since the student in Grade IX is writing departmental examinations at the end of the year a discussion of study techniques and specific learning skills seems very appropriate. However, the final examinations are but one of the ends that such discussion serves. Through his increased maturity the student should give serious consideration to the direction that his future training will take. Using this as a goal, he may be encouraged to interest himself in effective ways of learning. If held early in the school year, a discussion of study methods should prove of some assistance to the student in approaching his assignments from day to day. Teachers may adapt the course to the needs of the students and may offer any unit or part of a unit whenever it is considered desirable. The directions of the student's effort in examining study techniques and learning skills should be toward self-improvement and further development of specific skills. The Grade IX student should assume more initiative in and responsibility for the development of good school spirit. He should be made aware of his responsibilities as a senior student in the junior high school, especially in setting an example for the younger students.

Note: See page 30 (Grade VII, Unit I) for the overall point of view.

SPECIFIC OBJECTIVES FOR THIS UNIT**Understandings**

As an outcome of the work in this unit, the student should acquire the following understandings:

1. School work can be greatly improved by acquiring efficient study habits.
2. The high school program is designed to help the individual prepare for a vocation, and enables him to live a fuller and richer life.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities, or habits:

1. The ability to vary study techniques according to the situation.
2. The ability to prepare for various types of examinations.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Responsibility for building good study habits.
2. Responsibility for assisting in the development of good school spirit.

REFERENCES

Personality and School, Chapters 1-5, 9-14, 15-28, 39.
Study Your Way Through School, Life Adjustment Booklet.

NOTE:

As mentioned in the introduction, neither the suggested activities nor the sequence are intended to be prescriptive or limiting. As there is more material at each grade level than can be thoroughly covered in any one year, the teacher should adapt the material according to local conditions. Although a sequence of units is suggested in the introduction, the teacher may deal with the units in any order.

OUTLINE OF UNIT I

SECTION I—SCHOOL ORGANIZATION AND ADMINISTRATION

- A. Rules and Regulations
- B. School Spirit
- C. Organizations.

SECTION II—STUDY HABITS

- A. Conditions for Study
- B. The Study Schedule
- C. Outlining
- D. Notes and Note Making
- E. Additional Study Techniques
- F. Aids to Memory
- G. Tests: Their Importance in Grade IX
 - Preparation for tests
 - Types of test
 - Physical condition and mental attitude towards exams.

SECTION III—PLANNING YOUR FUTURE

- A. Types of Programs in Alberta High Schools
- B. The Advantages of High School
- C. Types of Programs in Other Alberta Educational Institutions
- D. The Credit System in High School
- E. Prerequisites, Electives, and Compulsory Subjects in High School
- F. School Subjects as Related to Vocations.

GRADE IX—UNIT I—EFFECTIVE LEARNING

(Suggested time allotment 2-4 weeks)

SECTION I—SCHOOL ORGANIZATION AND ADMINISTRATION

Content	Teaching Procedures and Suggested Activities
<p>A. Rules and Regulations.</p> <p>Reference:</p> <p><i>Personality and School</i></p> <p>Chapter 1.</p>	<ol style="list-style-type: none"> 1. Review briefly the rules of the school with emphasis on those of particular interest and concern to Grade IX students. 2. Make provision for a School Rules Day during which students will be asked to pay more than usual attention to the observance of rules and regulations, or organize a panel in which selected students discuss their responsibilities for observance of school rules and regulations.
<p>B. School Spirit.</p> <p>Reference:</p> <p><i>Personality and School</i></p> <p>Chapter 39.</p>	<ol style="list-style-type: none"> 1. Have reports prepared by student committees on the most desirable ways of utilizing school discipline as a good morale builder. 2. Prepare a code of behavior for the local school, and arrange to display the code where it can generally be seen. 3. Encourage interest in the development of school spirit by whatever methods seem most satisfactory, e.g., in the selection of school crests and sweaters, the use of school cheers, membership in the Students' Union.
<p>C. Organizations.</p>	<ol style="list-style-type: none"> 1. Obtain student opinion on the kinds of organizations that can best be provided at the local level.

Evaluation Devices

Use a true-false test to fix in the student's mind an understanding of rules and regulations.

SECTION II—STUDY HABITS

Content	Teaching Procedures and Suggested Activities
<p>A. Conditions for Study.</p> <p>References:</p> <p><i>Study Your Way Through School, Life Adjustment Booklet.</i></p>	<ol style="list-style-type: none"> 1. Conduct an open forum on the subject, "The Radio, a Hindrance to Study." 2. Obtain student opinion on behavior incidents that make a study session less effective. 3. Ask the students to list disturbances that affect their study in school and at home. 4. Ask each member of the class to prepare one item for possible inclusion in a test on study habits. From the questions suggested it should be possible to determine the areas needing attention.
<p>B. The Study Schedule.</p>	<ol style="list-style-type: none"> 1. Develop a study chart for the class as a whole.
<p>C. Outlining.</p>	<ol style="list-style-type: none"> 1. Have each member of the class prepare an outline of a report in Social Studies, Science or Health and Personal Development, and ask certain members to explain why they organized their outlines as they did.
<p>D. Notes and Note Making</p>	<ol style="list-style-type: none"> 1. Discuss the use of notes in preparing an outline. 2. Discuss the techniques of note making. Make a check-list of the topics to be observed, in order to crystallize the discussion.
<p>E. Additional Study Techniques.</p> <p>Reference:</p> <p><i>Personality and School</i> Ch. 19, 20, 21, 22.</p>	<ol style="list-style-type: none"> 1. Prepare a list of other methods and devices that might be used for organization of work.
<p>F. Aids to Memory.</p> <p>Reference:</p> <p><i>Personality and School</i> Ch. 15, 16, 17, 23, 24, 25, 26, 27, 28.</p>	<ol style="list-style-type: none"> 1. Discuss "forgetting" as a natural process and how the student can attempt to counteract this tendency. 2. Discuss review methods that might prove satisfactory. Indicate how these methods may vary with different students.

Content	Teaching Procedures and Suggested Activities
<p>G. Tests: Importance in Grade IX.</p> <p>Types</p> <p>Preparation for tests</p> <p>Physical condition and mental attitude towards exams.</p> <p>Reference:</p> <p><i>Personality and School</i></p> <p>Chapter 18.</p>	<ol style="list-style-type: none"> 3. Make a check-list of review techniques and memory aids. 1. Appoint a committee to investigate the various types of examinations, and report its findings to the class. 2. Examine Grade IX finals of other years and term examinations to note the variations within examinations. 3. Have each student prepare a table listing the advantages of long-term preparation and the advantages of immediate pre-examination preparation assigning a weighting of 1-5 (1 - poor, 5 - excellent) to each advantage listed. Endeavor to evaluate the two methods. 4. Prepare with the class a blackboard chart of good physical conditions for, and proper mental attitude toward, examinations. 5. Develop procedures that students might follow in writing examinations.

Evaluation Devices

1. Assign to the class a fairly complete list of study conditions and have the students evaluate them numerically. From this evaluation prepare an approved list.
2. To summarize the work of this section arrange an oral quiz of statements on study methods and ask the students to classify them as "True" or "False."

SECTION III—PLANNING YOUR FUTURE

Content	Teaching Procedures and Suggested Activities
<p>A. Types of Programs in Alberta Schools.</p> <p>References:</p> <p><i>Personality and School</i> Chapter 2, 3, 4, 5.</p> <p><i>Senior High School Handbook</i></p>	<ol style="list-style-type: none"> 1. Ask a student to submit to the class a list of Grade X subjects from which students might select their programs. 2. By consulting the high school regulations have members of your class prepare various kinds of programs that are possible in Alberta High Schools. 3. Have the class prepare as individual assignments the reasons why a wide range of senior high school offerings is provided for.
<p>B. The Advantages of High School.</p> <p>Reference:</p> <p><i>Personality and School</i> Chapter 9, 13, 14.</p>	<ol style="list-style-type: none"> 4. Discuss the topic: "Schools of Yesterday and Today." Discuss: "High school is preparation for community life." "High school is preparation for the world of work."
<p>C. Types of Programs in other Alberta Educational Institutions.</p>	<ol style="list-style-type: none"> 1. Appoint committees to look into the offerings of the various educational institutions in Alberta such as the Institute of Technology and Art, Agricultural Schools, Business Colleges, University, Correspondence Schools.
<p>D. The Credit System in High School.</p> <p>Reference:</p> <p><i>Personality and School</i> Chapter 10, 11.</p>	<ol style="list-style-type: none"> 1. Appoint a committee to study the senior high school credit system and report to the class on the following: <ol style="list-style-type: none"> (a) Relationship to the Grade X year. (b) Relationship to the high school diploma and senior matriculation.
<p>E. Prerequisites, Electives and Compulsory Subjects in High School.</p>	<ol style="list-style-type: none"> 1. Assign for study the nature of the various high school subject fields and ask for individual reports. 2. How should degree of success in Junior High School subjects influence choices for Senior High School? 3. Appoint a committee to consider and report on the meaning of electives and the reason for them.

Content	Teaching Procedures and Suggested Activities
F. School Subjects as Related to Vocations. Reference: <i>Personality and School</i> Chapter 12.	<ol style="list-style-type: none"><li data-bbox="495 222 1012 309">1. What is the possible relationship between Grade IX subjects and jobs that students may choose?<li data-bbox="495 326 1012 413">2. Examine with the class the practical value of a good understanding of English.<li data-bbox="495 430 1012 598">3. Ask three students to present to the class the contrasting effects of good and poor English in applying for a job. One student can serve as the employer and each of the other two as applicants for the positions.

GRADE IX—UNIT II—ADOLESCENCE—THE BRIDGE
TO ADULTHOOD

POINT OF VIEW

This unit is designed to help the adolescent child to take stock of himself and to give him an understanding of the various changes in growth and development which are part of the normal process of growing up. There is some repetition from grade to grade but the approach and emphasis will vary with the changing interests and attitudes of pupils as they grow and develop from year to year.

GRADE IX

Grade IX children should assume much responsibility for their own health and this section is designed to help them assume this responsibility. Emphasis is placed on learning to protect oneself from disease, recognizing deviations from the normal, taking steps to improve one's appearance, and adopting a cheerful, optimistic outlook towards life.

Note: See page 38 (Grade VII, Unit II) for the overall point of view.

SPECIFIC OBJECTIVES FOR THIS UNIT

Understandings

As an outcome of the work in this unit the student should have acquired the following understandings:

1. The individual should assume some responsibility for his own health.
2. One should take steps to protect oneself and others from disease.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities and habits:

1. The ability to discuss intelligently the causes of disease and how diseases are spread.
2. The skill to dress appropriately and to care for one's personal appearance.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Willingness to become informed about new discoveries that are promoting health and human welfare.
2. Acceptance of the worthwhileness of scientific information especially in its relationship to the care of one's health.

REFERENCES

Health Through Science, Pp. 104-119, 254-262, 289-300, 379-381, 424-445, 394-398.

Snellen Eye Chart (free), Canadian National Institute for the Blind, Edmonton.

OUTLINE OF UNIT II

- A. Assuming Responsibility For One's Own Health.
 - Developing sound health practices
 - Protection from disease
- B. Being Aware of Deviations in Growth During Adolescence.
 - Overweight and underweight
 - Vision
 - Hearing
 - Susceptibility to disease
 - Allergies.
- C. Making the Most of One's Appearance.
 - Selection of clothing
 - Good grooming
 - Good carriage
 - Cheerful and optimistic outlook.

GRADE IX—UNIT II—ADOLESCENCE—THE BRIDGE
TO ADULTHOOD

(Suggested time allotment 3 weeks)

Content	Teaching Procedures and Suggested Activities
A. Assuming Responsibility for One's Own Health.	1. Write an essay on the topic: "Others are inconvenienced when I am ill."
Developing sound health practices.	2. List ways in which adolescents can assume responsibility for their own health. 3. Determine the number of hours of school that were lost due to illness in your class last month.
Protection from disease.	4. Have a committee draw up a list of health rules for teen-agers. 5. Have pupils score themselves on their observance of these rules. 6. Name the diseases most common in the age group, 12 to 15 years. 7. Discuss ways in which disease is spread at home and at school. 8. List ways in which the spread of disease may be prevented.

Content	Teaching Procedures and Suggested Activities
B. Being Aware of Deviations in Growth During Adolescence.	1. Through class discussion draw up a list of ways in which teen-agers may differ physically from each other.
Overweight and Underweight	2. Keep a continuous record of growth in height and weight.
	3. Discuss the causes of overweight. Emphasize that it usually results from over-eating.
	4. Emphasize that dieting should be carried out under medical direction.
	5. Discuss causes of underweight, e.g., disposition, lack of sleep, low calorie diets, etc.
	6. Make a poster showing things to do to gain weight.
Vision	7. Study a chart of the eye and observe the parts and their functions.
	8. Compare the eye to a camera.
	9. Name the common defects of the eye.
	10. Learn how these may be corrected by glasses. Stress the care of glasses.
	11. List the factors to be considered in lighting the school and the home. If a light meter is available test the lighting at different places in the classroom.
Hearing	12. Study a chart of the ear. Name the parts and give the function of each part.
	13. Have a committee investigate and report on the causes of deafness.
	14. Discuss ways in which a deaf person may be helped to hear.
Susceptibility to disease	15. Discuss the importance of environment in susceptibility to disease. Emphasize the small part played by inheritance.
	16. Have a committee report on how resistance to disease may be built up.

Content	Teaching Procedures and Suggested Activities
Allergies.	<p>17. Through class discussion list causes of allergies and the forms that allergies may take. (Eczema, hives, hay fever, bronchial asthma, migraine).</p> <p>18. Have a committee make inquiries from a doctor to learn how the offending substances are discovered. A second committee may report on other causes, e.g., emotional upsets, home and school tensions, etc.</p>
C. Making the Most of One's Appearance.	1. Have posters made showing suitable clothes for school.
Selection of Clothing	<p>2. Discuss types of clothing suitable for school, for parties, for sports, for street wear, for cold weather, to suit the pocketbook.</p> <p>3. Discuss the topic: "The best dressed boy or girl is not necessarily the one with the most expensive or the most clothes."</p>
Good grooming	4. Prepare individual reports on: <ul style="list-style-type: none"> (a) Importance of good grooming (b) Care of the hair (c) Care of the nails (d) Importance of bathing (e) Care of the skin (f) Use of cosmetics (g) Care of clothing (h) Care of the shoes.
Good carriage	5. Write an essay on: "The Effect of Good Posture on the Appearance."
Cheerful and Optimistic outlook.	6. Discuss why one person makes friends more easily than another.
	7. List the characteristics you like in your best friend of the opposite sex.

GRADE IX—UNIT III—CANADA'S CHANGING
HEALTH PICTURE

POINT OF VIEW

This unit gives the student insight into the great problems man has faced in his efforts to conquer disease and create a healthful environment. The unit begins with the contributions of scientists in early civilizations and traces the progress made through the ages to modern times. Stress should be placed on how the various scientific and medical discoveries helped to advance civilization and improve living.

GRADE IX

The Grade IX section of the unit shows how scientific progress is altering our way of life, and that although we are solving many of our health problems, changes in patterns of civilization are creating new ones. A good example of a new problem is the increase in the average span of life which in turn increases the diseases of middle life and old age and creates new economic problems.

Note: See page 43 (Grade VII, Unit III) for the overall point of view.

SPECIFIC OBJECTIVES FOR THIS UNIT

Understandings

As an outcome of the work in this unit the students should have acquired the following understandings:

1. Cultural changes, such as our increasing industrialization, are influencing our health problems.
2. Increased longevity is largely the result of the conquest of communicable diseases.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities and habits:

1. The skill required to read and interpret tables, graphs and other statistical data, and to search reference material for pertinent health information.
2. The ability to relate cultural changes to specific health problems in Canada.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. An appreciation of the factors creating Canada's unique health problems and what is being done to overcome them.
2. An awareness of the part Canadian citizens must play in promoting health and welfare in Canada.

REFERENCES

Canada Year Book.

Pure Food, Safe Drugs, pamphlet, Provincial Department of Health.

Regulations Respecting Dairy Farms, Milk Plants, Fluid Milk, and Table Cream, pamphlet, Provincial Department of Health.

Your Health Services, Provincial Department of Health.

OUTLINE OF UNIT III

POPULATION CHANGES ARE INFLUENCING OUR HEALTH PROBLEM

- A. Our Population is Growing Older
- B. Increased Urbanization
- C. Decline of Communicable Disease and Increase of Degenerative Diseases
- D. Increased Government Control in Health Protection
- E. Improved Standards of Living.

GRADE IX—UNIT III—CANADA'S CHANGING HEALTH PICTURE

(Suggested time allotment 4-5 weeks)

POPULATION CHANGES ARE INFLUENCING OUR HEALTH PICTURE

Content	Teaching Procedures and Suggested Activities
<p>A. Our Population is Growing Older.</p> <p>Fewer immigrants.</p> <p>Declining birth rate.</p> <p>Medical science is prolonging life.</p>	<ol style="list-style-type: none"> 1. Compare immigration figures between 1900 and 1914 with those of recent years. Discuss why immigration leads to a younger population. 2. Make a graph showing birth rates in Canada for the past 25 years. Compare Canada's birth rates with other countries, e.g., Great Britain, France and Sweden. 3. It is estimated that the average length of life in 1900 was about 49 years. Today it is a little more than 67 years. Discuss reasons for this change.

Content	Teaching Procedures and Suggested Activities
<p>B. Increased Urbanization. Housing problems. More people employed in factories — need to protect health of industrial workers. Greater danger in the spread of infection. Increased need for hospital beds in city centers. Higher death rate from accidents.</p>	<ol style="list-style-type: none"> 1. In 1900 the majority of people in Canada were engaged in agriculture. Find out if this is true today. 2. Write a note on the reasons for the growth of urban centers in Canada. 3. Conduct a panel discussion on the public health problems arising from this rapid urbanization.
<p>C. Decline of Communicable Diseases and Increase of Degenerative Diseases.</p> <p>Some communicable diseases have almost disappeared, e.g., smallpox and typhoid.</p> <p>Rise of heart disease, cancer, strokes, neuritis, arthritis.</p> <p>Rising costs in the care of chronic illness.</p>	<ol style="list-style-type: none"> 1. The diseases of childhood have decreased but those of middle life and old age have increased. Discuss the reasons for this. 2. If the Canada Year Book is available for a number of years compare the ten leading causes of death over a period of years. Explain these changes. 3. Find out what the Canadian Rheumatism and Arthritic Society is doing to prevent arthritis. 4. Write out a simple explanation of a "heart stroke" or "head stroke." 5. Have a forum discussion on what might be done in Alberta to care for chronic illnesses and for the aged.
<p>D. Increased Government Control in Health Protection.</p> <p>Legislation to protect the public in the sale of foods and drugs.</p> <p>Grading of foods and inspection of meats.</p> <p>Regulations re pollution of streams, disposal of factory wastes, transportation.</p>	<ol style="list-style-type: none"> 1. Obtain a copy of the booklet <i>Pure Food, Safe Drugs</i> from the Provincial Department of Health. After reading this booklet conduct a forum discussion on how the Canadian people benefit from the Federal Government's regulations regarding the sale of food and drugs. 2. Obtain a copy of the pamphlet <i>Regulations Respecting Dairy Farms, Milk Plants, Fluid Milk and Table Cream</i> (Provincial Health Department). 3. Visit a dairy farm or creamery in your community and find out how they carry out these regulations.

Content	Teaching Procedures and Suggested Activities
<p>Government grants to hospitals and rural health units, special government services, e.g., for cancer and tuberculosis, poliomyelitis and cerebral palsy.</p> <p>Regulations regarding the sale of milk.</p>	<p>4. Find out what government regulations are designed to improve the health and safety of passengers on trains and buses. Find out what the Provincial Government does for children crippled by cerebral palsy and poliomyelitis. (See pamphlet, <i>Your Health Services</i> published by Provincial Department of Health).</p>
<p>E. Improved Standards of Living.</p> <p>Better roads and greater ease in transportation.</p> <p>Rural electrification and its significance.</p> <p>Demand for better medical service.</p> <p>More widespread knowledge regarding health and disease—increased means of communication, e.g., radio, films, libraries, public health pamphlets.</p> <p>Higher levels of employment and higher incomes.</p>	<p>1. The Federal Government is now making grants to each Provincial Health Department: The Provincial Health Department in turn makes grants for local services. Discuss how such grants influence health services.</p> <p>2. Compare the standard of living in Alberta 25 years ago with that today. Have a panel discussion on the changes that have improved our standard of living. Relate these factors to our changing health picture in Alberta.</p>

GRADE IX—UNIT IV—COMMUNITY HEALTH

POINT OF VIEW

In the preceding unit students studied the general progress that has been made in overcoming disease and promoting health. In this unit the students study specific communicable diseases that are commonly found in Canada and particularly those that attack young people. Health authorities feel that these diseases could be wiped out if people were better informed on how these diseases are spread, the value of immunization, and the health services available to the public. This unit is designed to cover these areas.

GRADE IX

In Grade IX the emphasis shifts from personal protection from infectious disease to what the individual can do to prevent the spread of communicable diseases at home, in the school, and in the community. Students should develop a watchful and critical attitude towards practices that spread disease germs, and should acquire a high sense of responsibility in carrying out measures that will protect others. Students should be aware of steps being taken by their local health department to prevent the spread of diseases.

Note: See page 48 (Grade VII, Unit IV) for the overall point of view.

SPECIFIC OBJECTIVES FOR THIS UNIT

Understandings

As an outcome of the work in this unit the students should have acquired the following understandings:

1. Germ diseases are not inherited but acquired by transmission from infected people or animals.
2. Disease germs are transmitted in many ways from person to person and precautions should be taken to prevent their spread.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities and habits:

1. The habit of practicing simple procedures at home and at school that prevent the spread of disease.
2. The habit of assisting local health authorities in promoting sanitation in schools, streets, restaurants, public buildings, etc.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Concern in doing one's part to prevent the spread of disease.
2. Interest in community problems in public health and methods for their solution.

REFERENCES

Pamphlets, Health Education Division, Provincial Department of Health, Edmonton:

Protecting the Community Milk Supply

Rats, Let's Keep Them Out of Alberta

Common Childhood Diseases

Disinfection.

Health Through Science, Pp. 245-252, 482-490.

OUTLINE OF UNIT IV

- A. Germ Diseases Are Not Inherited
- B. Caring for Infectious Diseases
- C. Schools Are Frequently Responsible for Spreading Infection
- D. Good School Health Services
- E. Public Health Services in the Community.

GRADE IX—UNIT IV—COMMUNITY HEALTH

(Suggested time allotment 3 weeks)

Content	Teaching Procedures and Suggested Activities
<p>A. Germ Diseases Are Not Inherited. Most germ diseases are acquired by close contact with the disease. Diseases are transmitted in a family by many contacts: By spray infection from nose and throat. By use of common towels. By poorly washed dishes and silverware. Through the preparation and serving of food.</p>	<ol style="list-style-type: none"> 1. Discuss the true meaning of the statement, "Diseases run in families." 2. Disease is sometimes congenital. Discuss the difference between congenital and inherited disease. 3. Relate this discussion to the treatment of babies' eyes immediately after birth.
<p>B. Caring for Infectious Diseases. Caring for infectious diseases in the home requires a knowledge of how germs are spread.</p>	<ol style="list-style-type: none"> 1. Discuss the problem of caring for a person who is ill with a communicable disease in the home. Set down procedures that would tend to protect other members of the family from the disease.

Content	Teaching Procedures and Suggested Activities
<p>Germes lead a "hand to mouth" existence. Dishes should be washed in hot soapy water and scalded. Sick rooms should be cleaned with soap and water and aired. Articles that cannot be washed should be put out in the sun.</p>	<ol style="list-style-type: none"> 2. After reading suitable material give the best method of disinfecting a room after a member of the family has recovered from a communicable disease. Explain why fumigation is of little value. 3. Make a poster on "washing hands." Emphasize the importance of washing hands after waiting on a sick person, before handling food, after going to the toilet.
<p>C. Schools Are Frequently Responsible for Transmitting Infection. Common ways of spreading disease in school are: Carelessness in coughing and sneezing. Common cups and towels. Dirty washrooms. Common use of articles in the gymnasium. Dusty floors. Poor ventilation.</p>	<ol style="list-style-type: none"> 1. Have a committee survey your school and report back on what they consider as existing health hazards. Have the class suggest steps to be taken to improve the weaknesses noted by the committee. 2. List an individual's responsibility at school in helping to control the spread of germ diseases. 3. Suggest reasons why skin diseases such as scabies, impetigo and ringworm are frequently spread at school.
<p>D. Good School Health Services. Good school health services help to control the spread of infectious diseases. Public health personnel providing services in the school. What the school health services aim to do.</p>	<ol style="list-style-type: none"> 1. Discuss the health services given in your school. Invite a member of the health staff (medical officer of health, public health nurse, or sanitary inspector) to address your class. 2. Assign for essay writing the topic, "Our school health services should be improved."
<p>E. Public Health Services in the community help to prevent the spread of diseases.</p>	<ol style="list-style-type: none"> 1. Find out the names of the people who serve your community in the public health field. 2. Discuss the qualifications of health personnel, such as sanitary inspector, public health nurse.

Content	Teaching Procedures and Suggested Activities
<p>The local health authorities and the benefits the community enjoys through well-trained workers, e.g., medical officer of health, sanitary engineer, sanitary inspector.</p>	<p>3. Talk to the manager of a local restaurant or your sanitary inspector and find out what precautions are taken to maintain the health of workers who handle food.</p>
<p>Sanitation in restaurants of your community.</p>	<p>4. Find out the regulations regarding storing food, serving milk, washing dishes, controlling pests such as mice and cockroaches.</p>
<p>Protection of your community's water supply.</p>	<p>5. Find out if all milk offered for sale in your community is pasteurized.</p>
<p>Swimming pool sanitation.</p>	<p>6. What are the regulations regarding the testing of cattle for tuberculosis?</p>
<p>Precautions taken by your community to dispose of sewage and garbage.</p>	<p>7. What is meant by a certified herd?</p>
<p>Keeping the community free of pests.</p>	<p>8. If possible visit a creamery and find out what precautions are taken to protect its products from contamination.</p>
	<p>9. Walk through local food stores and make mental notes of how food could be contaminated.</p>
	<p>10. Report to the class on what you think could be done in local stores to improve the handling of food.</p>
	<p>11. If you have a city or town water supply find out how the raw water is treated to make it safe.</p>
	<p>12. Discuss how wells become contaminated.</p>
	<p>13. Obtain from the Department of Health the regulations governing the building and operation of swimming pools. Discuss the need for these regulations.</p>
	<p>14. What is each individual's responsibility in keeping a swimming pool clean?</p>
	<p>15. If you have a town sewage system find out how it operates.</p>
	<p>16. Discuss the town's and the individual family's responsibility in the disposal of garbage.</p>

Content**Teaching Procedures and Suggested Activities**

17. Discuss the danger of rats in Alberta and the part they play in spreading plague.
18. Draw a diagram to show the life history of the housefly. Relate this history to methods of control.
19. Find out if you have ticks in your community. Have a committee report on diseases in Alberta that are transmitted by ticks.

GRADE IX—UNIT V—INDIVIDUAL DEVELOPMENT

POINT OF VIEW

Personality is an inclusive term which refers to the growth and behavior of the individual as a whole. It may be thought of as the whole person in action. Personality has its roots in the past, and is in the continual process of "becoming." While personality refers to the totality of human feeling and behavior, character is commonly employed as a term applying to behavior for which society has organized legal, ethical or religious standards. As such, character is closely associated with the code of living or philosophy of life which an individual develops. The foundations of character lie in human heredity, intelligence and experience. Therefore, the participation of students in activities having potential character-building values is one of the most effective means of developing character in young people.

The day-by-day experiences of the child mold his personality. We do not teach personality but, by class discussion, are able to assist the student to become a better person by helping him to evaluate his daily behavior. Much of the discussion in class and the research work in committees should result in the students becoming aware of the good qualities that one should possess.

The student should be encouraged to develop individual standards and ideals which will help him to take a stand against wrong-doing. The student should be concerned with the study of the self and the relationships which determine the role of the individual in the group. Popularity based on superficial ideas should be discouraged. The teacher should avoid moralizing; rather he should guide, with kindness and tact, the discussion so that the students will arrive at a satisfactory understanding.

Desirable behavior traits are based upon an acceptable code of living and upon wholesome attitudes. Considerable emphasis should be placed on the development of true values, the wise choice of goals, the importance of standards, and the need for faith in ideals. That is, it is hoped that students will develop attitudes that will help them to live a good life.

Teachers should recognize that the student in early adolescence feels that he must be accepted by his fellows and tends to conform to their wishes. At the same time, the student should be led to appreciate that popularity for its own sake leaves much to be desired. Therefore, adult guidance should be kindly, unobtrusive, and yet helpful to the student in the development of his own standards. The young adolescent needs to be both dependent and independent. He needs many opportunities to make decisions for himself, and at the same time needs some assurance in his own mind of security. The teacher must also realize that the physical development of the adolescent is accompanied by emotional changes which, at times, flare into open revolt against established custom. Physical energy is expressed in many ways by the adoles-

cent. The interests of girls at this age are very dissimilar to those of boys at the same age. On the one hand, young adolescents have a strong interest in philosophical, ethical and religious problems, and on the other they return to habits of the younger child. Fear of ridicule and of being unpopular, oversensitiveness, self-pity, assertion of independence from the family—these are real problems. The student will gain comfort by realizing that many of his "big" problems are common to all young people. This should result in a more balanced person, one who feels his worth as an individual and as one of the group.

GRADE IX

A short statement relating to the development of personality can do little more than draw attention to the usually accepted components of personality. However, the relationship of character to personality should be stressed in Grade IX. The student should fully realize his responsibility for developing his character as part of his personality. Along with this the student should be made fully aware of the importance of formulating a philosophy of life which will influence his daily behavior.

NOTE:

The teacher must be careful to discourage excessive introspection. The idea should be conveyed that "big" problems are really common to all young people and are not unique. The development of each topic should be carried out in such a manner as to avoid embarrassment to any individual student through identifying personal problems with a special individual, criticizing the student for his ideas, or bringing the home or his family into class discussion. The teacher should be genuinely concerned with the personal problems of the individual student but these problems should be discussed in private or the matter referred to the school counselor.

Note: See page 54 (Grade VII, Unit V) for the overall point of view.

SPECIFIC OBJECTIVES FOR THIS UNIT

Understandings

As an outcome of the work in this unit the students should have acquired the following understandings:

1. A student can improve his character and personality by individual effort.
2. As the student gets older he can learn new and better ways of expressing his feelings.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities and habits:

1. The habit of judging his actions in terms of his code of living and religious beliefs.
2. The habit of extending proper greetings and courtesies to those with whom he comes into contact.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Willingness to face up to his personal problems and to work intelligently towards their solution.
2. Responsibility for the selection of worthwhile goals for successful living.

REFERENCES

- Personality and School*, Ch. 9 , 29-36, 38, 40.
Four-Square Planning For Your Career, Ch. 4, 9.

OUTLINE OF UNIT V

SECTION I—PERSONALITY GROWS

- A. The Total Personality
- B. Manners and Conduct as Part of Personality

SECTION II—INDIVIDUAL NEEDS AND RESPONSIBILITIES

- A. Personality and Social Needs
- B. Desirable and Undesirable Ways of Satisfying These Needs
- C. Personal Attitudes That Lead to Anti-Social Behavior, and Ways to Combat Them
- D. The Need for a Sense of Responsibility
- E. The Value of Wise Counsel.

SECTION III—THE DEVELOPMENT OF CHARACTER

- A. Know Yourself
- B. Building Character
- C. How Religious Beliefs Help People
- D. Character and Reputation
- E. Character and Personality
- F. Choice of Goals.

SECTION IV—FRIENDSHIPS AND ATTACHMENTS

- A. Value of Friendships
- B. Good Attitudes to Develop
- C. Do's and Dont's for Boy-Girl Friendships.

SECTION V—BEHAVIOR PATTERNS

- A. Behavior Changes
- B. Mental and Physical Hurdles
- C. Men and Women Who Have Been Successful
- D. The Part Happiness Plays in Successful Living.

GRADE IX—UNIT V—INDIVIDUAL DEVELOPMENT

(Suggested time allotment 6-7 weeks)

SECTION I—PERSONALITY GROWS

Content	Teaching Procedures and Suggested Activities
<p>A. The Total Personality.</p> <p>References:</p> <p><i>Personality and School</i></p> <p>Chapter 32.</p> <p><i>Four-Square Planning For Your Career</i></p> <p>Chapter 9.</p>	<ol style="list-style-type: none"> 1. Have the students discuss the topic, "Personality development and its importance in daily living." See Unit II, Grade IX. 2. Have the students discuss, "Character is essential in the development of personality." The discussion should show that personality is more than a superficial thing and should emphasize the fact that basic values are involved. 3. Ask each student to list the physical factors affecting personality. See Unit II, Grade IX. 4. Appoint a committee to investigate and report on the popular concept of personality.
<p>B. Manners and Conduct as Part of Personality.</p> <p>Reference:</p> <p><i>Personality and School</i></p> <p>Ch. 30, 32, 34, 35.</p>	<ol style="list-style-type: none"> 1. In discussion bring out the understanding that manners are a natural outgrowth of living in communities, and that manners have developed through the ages for the convenience and consideration of individuals in society. 2. Have each student write a paragraph on the subject, "Why manners?" 3. Divide the class into groups to present a dramatization of the topic, "Your personality at school." Variations of this may be used, e.g., with strangers, at parties, at home or in public. Each presentation should be criticized for content and conclusions should be drawn by the class. 4. Select a committee to prepare a bulletin board display of examples of correct social correspondence such as thank-you notes, invitations, and letters of sympathy.

Content	Teaching Procedures and Suggested Activities
	<ol style="list-style-type: none"> 5. Assign for open forum presentation the topic, "One should always show respect for his elders," or "Is respect for elders old-fashioned?" 6. Arrange for bulletin board displays of material selected from posters and from magazine material on manners. 7. Ask each individual to make a chart on the subject, "Signposts on the conduct highway."

Evaluation Devices

1. Ask each student to hand in examples of common customs and then have a committee list these for class members to rate as desirable or undesirable.
2. Use the test found on page 284 of *Personality And School*.

SECTION II—INDIVIDUAL NEEDS AND RESPONSIBILITIES

WARNING—

Care should be taken to see that discussion is general in nature.

Content	Teaching Procedures and Suggested Activities
<p>A. Personality and Social Needs.</p> <p>Reference:</p> <p><i>Four-Square Planning For Your Career</i></p> <p>Chapter 4.</p>	<ol style="list-style-type: none"> 1. Through class discussion list the needs that young people generally experience. The list might include release of energy, independence, religious expression, success, social approval, self-respect, affection, belongingness. 2. Is one's personality fixed or constantly changing? Illustrate.
<p>B. Desirable and Undesirable Ways of Satisfying These Needs.</p> <p>Reference:</p> <p><i>Personality and School</i> Chapter 33.</p>	<ol style="list-style-type: none"> 1. Have the class consider various means by which a student can utilize these needs. Students might discuss such means as work, hobbies and handicrafts, sports, community activities, clubs and organized activities. 2. Have the class consider undesirable ways of satisfying needs, such as

Content	Teaching Procedures and Suggested Activities
<p>C. Personal Attitudes that Lead to Anti-Social Behavior, and Ways to Combat These.</p>	<p>showing off to gain recognition, defiance to gain independence, biased thinking.</p> <p>3. Ask the whole class as a committee to investigate the importance of providing for a daily program that recognizes the varying needs of the individual.</p> <p>1. "Moodiness is less often found in people who have developed a concern for others." Have pupils list instances of the necessity for considering the rights and feelings of others, or in sharing with others.</p>
<p>D. The Need for a Sense of Responsibility. Reference: <i>Personality and School</i> Chapter 31.</p>	<p>1. A forum on this topic will bring out its value.</p> <p>2. Ask the students to list some of the difficulties that they encounter in the personal attitudes of others, and obtain their opinions as to the methods of finding solutions.</p>
<p>E. The Value of Wise Counsel.</p>	<p>1. Have a class discussion on: "Why do youngsters look to their elders for comfort in times of trouble?" Bring out reasons why we should not air our troubles to everyone or anyone.</p>

Evaluation Devices

Assign for review purposes essays on the topics:

(a) "Individual Needs"; (b) "Individual Responsibilities."

SECTION III—THE DEVELOPMENT OF CHARACTER

Content	Teaching Procedures and Suggested Activities
<p>A. Know Yourself</p>	<p>1. Have the class talk about instances of behavior in which a child is not honest with himself; e.g., going to a show the night before a test, and then blaming the teacher for having failed.</p> <p>2. Assign for essay writing: "Pride is both a friend and an enemy."</p>

Content	Teaching Procedures and Suggested Activities
	<ol style="list-style-type: none"> 3. Endeavor to have the students evaluate the effects upon them of doing a job less well than they can do it. 4. In open forum discuss the topic: "Respect for others as a part of your personality." 5. Have the students give written opinions on such statements as: (a) Respect for the accomplishment of others at school and away from school, (b) Work copied versus individual effort, (c) Can I always believe what I read?
<p>B. Building Character. Reference: <i>Personality and School</i> Chapter 38.</p>	<ol style="list-style-type: none"> 1. Assign as an essay: "Moral values are necessary to sound growth." 2. Examine with the class some of the problems outlined on pages 274-275 of <i>Personality and School</i>.
<p>C. How Religious Beliefs Help People. Reference: <i>Personality and School</i> Chapter 38.</p>	<ol style="list-style-type: none"> 1. Have committees report on modern laws governing social relationships, or behavior in relation to the Ten Commandments and the Sermon on the Mount. What evidence can they find of the influence of these old religious codes upon our laws and the social standards of today? 2. Ask students to make written reports on their understanding of the following statements: <ol style="list-style-type: none"> (a) Concern for the happiness and well-being of others is one of the essentials of the religious spirit. (b) The spirit of religious teachings adds to life's happiness.
<p>D. Character and Reputation. Reference: <i>Personality and School</i> Chapter 9.</p>	<ol style="list-style-type: none"> 1. What qualities should a person of good character possess? Examine the meaning and application of each of these qualities.
<p>E. Character and Personality. Reference: <i>Personality and School</i> Chapter 32.</p>	<ol style="list-style-type: none"> 1. Discuss the questions found on pages 236-237 of <i>Personality and School</i>. 2. Assign as an essay the topic, "Character is the basis of personality."

Content	Teaching Procedures and Suggested Activities
F. Choice of Goals.	<ol style="list-style-type: none"> 1. Ask each student to list the goals that he would like to reach, both for self-satisfaction and for a career. The variety of opinions obtained can be discussed to point out similarities and differences in goals. Broad objectives will be the same. Individual abilities will cause differences in specific goals. 2. Have the class discuss the importance of goals. This may be discussed in relation to mental and emotional maturity.

SECTION IV—FRIENDSHIPS AND ATTACHMENTS

Content	Teaching Procedures and Suggested Activities
<p>A. Friendships.</p> <p>Reference:</p> <p><i>Personality and School</i></p> <p>Chapter 29.</p>	<ol style="list-style-type: none"> 1. Discuss generally the nature of boy-girl relationships. Reference to dating should not create situations that might prove embarrassing. 2. Examine with the class the meaning and implications of the statement, "I want to be popular." 3. "With you and with all others, the desire for friends is a natural desire." What can we gain from friendships?
<p>B. Good Attitudes to Develop.</p>	<ol style="list-style-type: none"> 1. Ask the pupils to select one of the topics listed below and write a short essay on the topic selected: <ol style="list-style-type: none"> (a) Politeness pays, (b) My attitude towards my fellow students, (c) Friends through thick and thin, (d) Should friends be taken for granted, (e) Tolerance, (f) Courtesy.
<p>C. Do's and Don'ts for Boy-Girl Friendships.</p>	<ol style="list-style-type: none"> 1. Make your own set of "do's" to go naturally with the "don'ts" that you feel are essential.

Evaluation Devices

1. Test as on page 209 of *Planning Your Life For School And Society*.
2. Test, pages 167 and 168 from *Psychology For Living*.

Content	Teaching Procedures and Suggested Activities
<p>A. Behavior Changes.</p>	<ol style="list-style-type: none"> 1. How does one's behavior change as he grows older? 2. Arrange for a panel to discuss the topic, "Youth accepts responsibilities." 3. Bring out in class discussion examples of both mature behavior and childish behavior.
<p>B. Mental and Physical Hurdles.</p> <p>Reference: <i>Personality and School</i> Chapter 36.</p>	<ol style="list-style-type: none"> 1. Define the word "hurdle." What kinds of hurdles do Grade IX students usually encounter? How many of these can be overcome? 2. Assign an essay on the topic, "Present hurdles may become assets."
<p>C. Men and Women Who Have Been Successful.</p>	<ol style="list-style-type: none"> 1. Divide the class into committees. Obtain from the class a list of men and women, each of whom has made some specific contribution to his age or period. Ask committees to determine by research the factors that assisted in making this contribution possible. The following list may suggest others: Helen Keller, Thomas Edison, Winston Churchill, Abraham Lincoln, Albert Einstein, Florence Nightingale, Louis Pasteur, Isaac Newton, Mohandas Gandhi, William Caxton, Raphael, Mozart, Wright Brothers, Henry Ford, Babe Ruth, Marconi, Cunard, Shakespeare, Franklin D. Roosevelt, William Wilberforce, James Watt, David Livingstone, Frederick Banting, Alexander Fleming. See Unit III, Grade VII, for additional suggestions.
<p>D. The Part Happiness Plays in Successful Living.</p> <p>Reference: <i>Personality and School</i> Chapter 40.</p>	<ol style="list-style-type: none"> 1. By class discussion attempt to determine what constitutes happiness. How the understanding of happiness varies according to the individual may be considered. The effects of self-indulgence can be related to the quality of happiness.

Content	Teaching Procedures and Suggested Activities
	<ol style="list-style-type: none"><li data-bbox="412 225 935 347">2. After class discussion have class prepare lists of the factors that contribute to happiness and unhappiness.<li data-bbox="412 360 935 419">3. Assign an essay on the topic, "What happiness means to me."

Evaluation Devices

Assign for review an essay on the topic, "How daily behavior is influenced by a code of living."

GRADE IX—UNIT VI—GROUP LIFE

POINT OF VIEW

From the earliest period in the life of a child various environmental factors play their stimulating role in the development of the individual. At the very young ages parental influences are the strongest. The home is one of the most powerful transmitters of the culture of the group. By the time the child starts to school a host of other environmental influences are crowding in upon him. The most important of these are the school, the church, associates and recreational activities. Closely related to the influence of the home is that of associates. As the child reaches pre-adolescence his groups become increasingly important to him. Intimate companions greatly influence his conduct. A closely related problem is that of the effect of group standards. The standards developed by the group affect the moral outlook and behavior of all its members.

The improvement of individual conduct is largely dependent upon the total group and the spirit which welds it together. When improvement in behavior takes place in school, it seems to be contingent not upon length of attendance but upon child-teacher relations, class morale, and special emphasis upon character and citizenship training. The most successful schools in the field of moral concepts and training are those which emphasize the needs of the child as an individual, which provide guidance and opportunity for development of social skills and attitudes, and which establish a partnership with the home. Nature provides the foundations for striving and the potentialities for development. The activities of the school should provide opportunities for young people to practice desirable responses with satisfaction and to make such generalizations therefrom as will encourage the application of their learning in other situations.

GRADE IX

The meaning of the word "group" should be enlarged and the Grade IX student should be encouraged to evaluate his behavior in terms of community welfare.

Note: See page 66 (Grade VII, Unit VI) for the overall point of view.

SPECIFIC OBJECTIVES FOR THIS UNIT**Understandings**

As an outcome of the work in this unit the students should have acquired the following understandings:

1. The desirable personal qualities of a good citizen influence the groups with which he is associated.
2. The mature individual respects the rights and privileges of others.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities or habits:

1. The habit of using leisure time constructively.
2. The habit of weighing evidence carefully before reaching a decision.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Co-operation with and respect for all worthy groups in the community.
2. Respect for the laws, traditions, and property of the community.

REFERENCES

Personality and School, Chapters 1, 9, 31, 33, 37, 38.

Four-Square Planning for Your Career, Chapters 1, 5, 13.

OUTLINE OF UNIT VI

SECTION I—MY GROUPS

- A. Loyalties and Evaluation of Loyalties
- B. Attitudes of the Individual in the Group.

SECTION II—LIVING IN OUR SOCIETY

- A. Citizenship in a Community
- B. Religion in a Community
- C. Family Living.

SECTION III—DEMOCRATIC LIVING

- A. Tolerance
- B. Sportsmanship
- C. Research Workers
- D. Democratic Procedures
- E. Participation and Responsibility
- F. Group Thinking.

SECTION IV—LEISURE TIME ACTIVITIES

- A. Group and Individual Activities.

GRADE IX—UNIT VI—GROUP LIFE

(Suggested time allotment 4-5 weeks)

SECTION I—MY GROUPS

Content	Teaching Procedures and Suggested Activities
<p>A. Loyalties and Evaluation of Loyalties.</p> <p>Reference:</p> <p><i>Personality and School</i></p> <p>Chapter 33.</p>	<ol style="list-style-type: none"> 1. Assign an essay on the subject, "Group Loyalties." Encourage appreciation of what loyalties are and the necessity for evaluating them where a conflict in loyalties might occur. 2. Provide for class discussion on "Anti-Social Behavior." The following headings might guide the discussion: <ol style="list-style-type: none"> (a) Some of the causes; (b) Examples the students have seen; (c) Can they, as teen-agers, do anything to prevent and discourage such behavior? 3. Arrange for a debate on the subject, "Resolved that a person should follow his own feelings, rather than submit to the opinion of the group."
<p>B. Attitudes of the Individual in the Group.</p> <p>Reference:</p> <p><i>Personality and School</i></p> <p>Chapter 37.</p>	<ol style="list-style-type: none"> 1. Ask the class to list group actions that are positive in their character-building effects, and those that are negative in their influence on character. The term "delinquency" might be investigated by the students, so that they can understand its true meaning and how companionship can lead to or away from delinquency. 2. Try to obtain voluntarily from the class its reaction to attitudes and their relationship to individual and group development; e.g., their attitude toward stealing or lying might provide a worthwhile discussion. 3. Ask a panel of students to present its combined opinions on the statement, "Conduct is a personal matter. After all the gang is made up of individuals."

Content	Teaching Procedures and Suggested Activities
	<ol style="list-style-type: none"><li data-bbox="415 229 933 318">4. Ask each student to list reasons why boys or girls like to meet in groups or gangs.<li data-bbox="415 354 933 856">5. Class discussion might be centered around the following statements:<ol style="list-style-type: none"><li data-bbox="456 431 933 521">(a) Crime programs on the radio are partly responsible for people breaking the law.<li data-bbox="456 539 933 593">(b) Comic books can be of considerable value.<li data-bbox="456 611 933 664">(c) The "movies" are built upon plots that are untrue to life.<li data-bbox="456 682 933 736">(d) We are entitled to play as well as to work.<li data-bbox="456 754 933 844">(e) Since we are now approaching adulthood we should be allowed to do pretty well as we want.<li data-bbox="415 892 933 1202">6. Prepare a list of attitudes relating to self-confidence. Ask the student to check off those in which he feels he is weak. Keep the results confidential and try to develop ways and means through class discussions and individual counseling to assist particular students with their difficulties.<li data-bbox="415 1238 933 1550">7. Explain to the class the difference between the terms, "confidence" and "self-confidence." Ask the students to make a list of some of the ways in which a person's self-confidence may be built up. They should also be encouraged to suggest how over-confidence is to be avoided.

Evaluation Devices

Make up a true-false test on social and anti-social individuals and gang behavior.

SECTION II—LIVING IN OUR SOCIETY

Content	Teaching Procedures and Suggested Activities
<p>A. Citizenship in a Community.</p> <p>Reference:</p> <p><i>Personality and School</i></p> <p>Chapters 1, 9.</p>	<ol style="list-style-type: none"> 1. Ask the class to list community and national projects in which certain agencies are interested for the benefit of the whole, or a large part of the community. 2. Ask the class to provide illustrations of emergencies in the community where personal feelings were forgotten, and the community acted as one to meet the emergency. 3. In group discussion list some of the qualities of a good citizen. 4. Divide the class into two large committees. Have each group appoint a chairman and a secretary. Assign to one committee the task of building and organizing a constitution for a "service club" to comprise all students in Grades VII to IX. Ask them also to select two possible projects to engage the activities of the group. The second large committee might be asked to build a scrapbook on the school and its activities, the finished project to be sent to a neighboring school or one across the seas. This committee can find much in the way of suggestion in the activities of the Junior Red Cross. 5. Plan a courtesy campaign in the class for one day or one week and have student representatives determine whether or not this can be expanded to include the whole school. 6. Conduct a survey of community needs with respect to playground facilities, safety patrols, clean up campaigns, community projects, etc.

Content	Teaching Procedures and Suggested Activities
<p>B. Religion in a Community.</p> <p>Reference:</p> <p><i>Personality and School</i></p> <p>Chapter 38.</p>	<ol style="list-style-type: none"> 1. A nation must have its foundations built upon a solid core of religious understandings. Determine from the class how their friendships develop without regard to religious differences. Each one should have a religious faith as a personal matter. Avoid having the class enter into any discussion of religious differences. Some of the reasons why people worship are: <ol style="list-style-type: none"> (a) To express their confidence and trust in a Divine Being. (b) To express adoration and devotion. (c) To obtain a sense of fellowship. (d) To satisfy a feeling of need for help and guidance. 2. Dramatize with the class situations where moral values are demonstrated. 3. Examine some of the world's great music, literature, and art that is based on religious teachings and religious episodes.
<p>C. Family Living.</p> <p>Note: Care must be taken to avoid personal references.</p>	<ol style="list-style-type: none"> 1. Ask each student to outline the "rights" and "duties" of each member of the family. 2. Arrange for a "family council" of four students, representing the father, the mother, sister, brother. They might discuss any general home problem which might cause differences of opinion; e.g., driving the family automobile, use of telephone or radio, time to be in at night.

Evaluation Devices

For review purposes assign an essay on the topic, "Moral Values are Necessary to an Individual."

SECTION III—DEMOCRATIC LIVING

Content	Teaching Procedures and Suggested Activities
A. Tolerance	<ol style="list-style-type: none"> <li data-bbox="487 261 987 573">1. Ask the class to consider how best to approach the question of racial and religious tolerance. An International Day in which students of different racial extractions appear in the costumes of their native land, or that of their parents, and arrange a program to include items taken from the songs, literature, folk dances, and customs of the different countries. <li data-bbox="487 590 987 787">2. Have the members of the class suggest some of the causes of racial and religious intolerance. What can they, as members of the class group, do to further a more tolerant spirit? What is done by the movie censors in this respect? <li data-bbox="487 804 987 1171">3. Set aside Canada Day for some future class period and ask for the production of posters to represent Canada as a "melting-pot" of nationalities. Original essays, poems, or dramatizations could be requested as a contribution to this day. A flag display centering on the flag of United Nations could be provided for in the classroom. Each student could be asked to take the oath required for Canadian citizenship. <li data-bbox="487 1188 987 1385">4. A "census" could be taken showing the paternal origin of each child and from this a discussion of how the particular community developed, from where its pioneers came, and the success they achieved in building the community. <li data-bbox="487 1402 987 1538">5. As a class project endeavor to list the ways in which the members of the class can be of assistance to new Canadians who have recently come to this country. <li data-bbox="487 1555 987 1661">6. Ask the class to consider what we expect of these newcomers and what they in return might expect of us.

Content	Teaching Procedures and Suggested Activities
B. Sportsmanship	<ol style="list-style-type: none"> 1. Ask the students to present their opinions, either written or oral, on the following questions: <ol style="list-style-type: none"> (a) In hockey two points should be given for an assist and one for a goal. (b) Good sportsmanship is more important than winning the game. (c) A team can learn a good deal from defeats. (d) Excuse-making is no substitute for hard work and good coaching. 2. Select a committee to prepare clues for well-known figures in the sporting world in answer to the question, "Who am I?" The committee will conduct the "radio" quiz and the class will serve as listeners. 3. Provide for the dramatization of a situation in which a poor sport "meets his match" in a good sport. 4. Ask the class to determine what it can do to support the school team in an interschool game. What can be done to welcome the visiting team?
C. Research Workers	<ol style="list-style-type: none"> 1. Lead the class in a discussion of the contributions made by research workers in the field of medicine, and resulting in such discoveries as insulin, the sulpha drugs, penicillin, etc. See Unit II, Grade VIII, for information regarding medical discoveries.
D. Democratic Procedures	<ol style="list-style-type: none"> 1. Obtain from the students their understanding of how leaders in the community, such as council members, were selected to stand for the positions they hold. 2. "If you want to have a job well done go to the busiest man in town." Ask members of the class to discuss this statement. From the results of the discussion the students may realize the weakness of general statements such as the above.

Content	Teaching Procedures and Suggested Activities
Reference: <i>Personality and School</i> Chapter 31.	<ol style="list-style-type: none"> <li data-bbox="436 216 954 480">2. "World powers use means of communication such as the radio, the newspaper, etc., to mold public opinion of their people in order to accomplish certain ends." A statement such as the above should be carefully analyzed by the students and an effort made to determine the truth of it. <li data-bbox="436 498 954 587">3. Appoint a committee to report on the topic, "The differences between fact and propaganda." <li data-bbox="436 605 954 722">4. Ask each student to consider some new device or project that might be planned, and to outline the steps that might be taken to carry it out.

Evaluation Devices

1. Use some evaluation technique which will impress upon individual students the worth of each nation and the poor taste of students who speak in a derogatory manner of the racial origin of other students. A check list might be developed of the points to consider relating to tolerance and appreciation of the points of view of different nationalities.
2. Have each pupil make a self appraisal to see how he "rates as a citizen."
3. Develop with the class a "Code for Canadians" and have some well-known figure in the public life of the community evaluate the findings. Ask the other rooms in the school if they are willing to accept the code as it stands or are prepared to revise it.
4. Make up matching questions on well-known leaders in community and national life, and the projects or enterprises with which they are associated.
5. Ask the students to make up a "Who Am I?" test on the contributions of well-known persons in the field of medicine, both ancient and modern (health heroes, recent scientists, etc.) See Unit III, Grade VII, for suggestions.

SECTION IV—LEISURE TIME ACTIVITIES

Content	Teaching Procedures and Suggested Activities
<p>A. Group and Individual Activities.</p> <p>Reference:</p> <p><i>Four-Square Planning For Your Career</i></p> <p>Chapters 5, 13.</p>	<ol style="list-style-type: none"> 1. Ask the students individually to make a list of their particular interests, dividing these into individual and group interests. 2. Arrange for a debate on the subject, "Resolved that group leisure time activities are of more value to the individual than leisure time activities of a solitary nature." 3. Discuss with the class the effects of gambling in the form of wagers, bribes, etc., upon organized sports. 4. Organize a panel to discuss the topics: (a) The spectator has responsibilities; (b) the spectator gets as much enjoyment from the game as the participator.

Evaluation Devices

1. Have each student draw up a day's time chart to show how his time is distributed. From all of these charts have the pupils draw up an average time chart showing the time that can be allotted to hobbies, group work, etc.
2. Ask the class to evaluate this statement, "Louise is so clever she can belong to as many clubs as she wishes."

GRADE IX—UNIT VII—FOOD ASSIMILATION

POINT OF VIEW

In this unit the student learns how the body is made, how it functions and what should be done to keep it healthy. No emphasis is placed on anatomical or physiological detail but children should gain enough knowledge of how the body works to form a basis for intelligent care. It is not important to learn scientific terms except where they contribute to the general understanding of the structure being studied. Diagrams, charts and other illustrative material should be used as much as possible. The teacher should try to relate explanations in physiology to good health practices whenever possible. The topics outlined in the other units should be kept in mind as there are many opportunities for correlation which will make the work of this unit more meaningful.

GRADE IX

The first part of this unit for Grade IX introduces students to the science of nutrition and is designed to help them evaluate everyday foods in terms of important food factors so that they may select with understanding a well-balanced diet. Since food cannot be used without oxygen, "the importance of respiration," and "how oxygen is delivered to the cells" forms the second part of this unit. Again, the teacher should endeavor to relate this part of the unit to studies made in previous units and to draw conclusions in terms of scientific health practices.

Note: See page 76 (Grade VII, Unit VII) for the overall point of view.

SPECIFIC OBJECTIVES FOR THIS UNIT**Understandings**

As an outcome of the work in this unit the students should have acquired the following understandings:

1. Certain food factors have been proven essential to normal growth and development.
2. The life of a cell and the functioning of all organs are dependent upon both food and oxygen.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities and habits:

1. The ability to select food that will provide the necessary essentials for health and growth.
2. The ability to realize the importance of oxygen to the body and to develop habits that are conducive to the health of the respiratory system.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Interest in and appreciation of the very complicated research on which the science of nutrition is based.
2. Appreciation of the efforts made by health authorities to improve the diets of Canadians through education.

REFERENCES

Pamphlets from Provincial Nutritionist, Department of Health, Edmonton:

Canada's Food Rules

Score Sheets for Each Day's Meals

How Well Fed Are You?

Eat Right, Score High.

Pamphlets from Health Education Division, Provincial Department of Health, Edmonton:

Know Your Foods

Pure Food, Safe Drugs

Health Through the Ages.

Health Through Science, Pp. 61-145, 155-207.

OUTLINE OF UNIT VII

- A. The Influence of Food
- B. What Biochemists Are Discovering
- C. The Meaning of Metabolism
- D. Energy Value of Foods
- E. Influence of Calories on Weight
- F. The Importance of Protective Foods
- G. Dietary Deficiency Diseases
- H. How to Choose a Good Diet
- I. Helping to Select and Prepare Food at Home
- J. Our Dependence Upon Oxygen.

GRADE IX—UNIT VII—FOOD ASSIMILATION

(Suggested time allotment 4-5 weeks)

Content	Teaching Procedures and Suggested Activities
<p>A. The Influence of Food on growth, posture, mental outlook, teeth, general appearance, and resistance to disease.</p>	<ol style="list-style-type: none"> 1. Many experiments on animals have shown the influence of food on growth. Have the class look in various references for illustrative material and discussions of these experiments. Summarize what happens to animals when specific food factors are lacking, e.g., protein, vitamin B, vitamin D. 2. Review the effect on the bones of insufficient calcium and phosphorus, and vitamin D. Relate good bone structure to posture. 3. Show relationship between foods and fatigue. Discuss the effect of fatigue on posture. 4. Prepare a report on the foods needed to build sound teeth. Discuss foods that are harmful to teeth, especially soft drinks, candy and gum. 5. Discuss the relationship of food to a good complexion, coloring, resistance to skin and other infections. 6. Show how one's self-assurance is often dependent on one's looks and a feeling of well-being.
<p>B. What Biochemists Are Discovering.</p> <p>Scientists known as biochemists are constantly searching out the needs of the body and analyzing foods to find the substances that meet these needs.</p>	<ol style="list-style-type: none"> 1. Review the story of Lavoisier, the first of the great biochemists. 2. Discuss the nature of protoplasm. Emphasize the great activity within a cell and the constant change taking place in cell substance. 3. Name some of the outstanding discoveries of the biochemists in recent years, e.g., insulin and other hormones, the chemical structure of vitamins, the work of specific vitamins in the body, the importance of enzymes, the cause of certain types of allergies.

Content	Teaching Procedures and Suggested Activities
C. The Meaning of Metabolism.	<ol style="list-style-type: none"> 1. Explain carefully the tremendously complex activity within the body known as metabolism. Bring out the great variety of factors that influence metabolism, such as age, size, sex activity, secretions from the glands, cold, fever, etc. 2. Find out the meaning of basal metabolism and how it is measured. Why is this measurement significant to a doctor?
D. Energy Value of Foods. The measurement of the energy value of foods. The calorie as a unit for measuring heat. It is the amount of heat necessary to raise the temperature of one kilogram (about one quart) of water one degree centigrade.	<ol style="list-style-type: none"> 1. Find out how scientists measure the heat value of various foods. 2. Using a textbook on nutrition look up the calorie value of a few everyday foods. See if you can discover the factors that make a food high in calories. List a number of foods high in calories and give your reasons for putting them on the list.
E. The Influence of Calories on Weight. The problems of overweight and underweight.	<ol style="list-style-type: none"> 1. Many books give tables enabling one to figure out approximately the calories one needs in a day. Have the class figure out their own requirements. Explain why the eating of more than this requirement will put on weight. 2. Discuss the dangers of a self-prescribed diet to lose weight. 3. Obesity is often caused by emotional conflict, that is, people eat to compensate for feelings of inadequacy, frustration, etc. Discuss this problem.
F. The Importance of the Protective Foods. Protective foods are those which are rich in the following: protein; vitamin A, B1, B2, C and D; the minerals calcium, phosphorus, iron, and iodine.	<ol style="list-style-type: none"> 4. Have each member of the class keep a weight graph. Use a modern chart that shows lines of growth. 5. Discuss the weaknesses of so-called normal weight tables. 1. Canada's Food Rules are planned to give adequate amounts of the protective foods. Obtain copies of these for each student from the Department of Health. Analyze each rule and set down the scientific reasons for following it.

Content	Teaching Procedures and Suggested Activities
<p>G. Dietary Deficiency Diseases.</p>	<ol style="list-style-type: none"> 2. Obtain a copy of the booklet, <i>Know Your Foods</i> from the Department of Health. Compare the value of different foods, e.g., milk and soft drinks, bread and potatoes, liver and eggs. 1. Find out the nature of scurvy; give reasons why it was common in the days of the sailing vessel. Many Canadians do not have enough vitamin C in their diet. Give reasons why this is true. 2. Explain why citrus fruits help to heal bleeding gums. 3. Give reasons why Canadian children are susceptible to rickets. 4. Find out how vitamins are measured. Collect labels from cod liver oil preparations to discover the vitamins in a dose of the various preparations. Find out how many units of vitamin D a growing child should have every day. 5. Read about labelling vitamin products in the pamphlet, <i>Pure Foods, Safe Drugs</i>. 6. Have a committee report on the men who have added to our knowledge of vitamins, e.g., Funk, Hopkins, Eijkman, Goldberger.
<p>H. How to Choose a Good Diet. The importance of selecting food from the following five food groups: (1) milk and milk products; (2) fruit; (3) vegetables; (4) cereals and bread; (5) meat and fish.</p>	<ol style="list-style-type: none"> 1. Plan a day's menu so that each meal is balanced in respect to the five food groups. Keep track of your food for two or three days and estimate whether or not you are getting sufficient food from each of the five groups. Discuss important foods within a group, e.g., green and yellow vegetables, citrus fruits, etc.
<p>I. Helping to Select and Prepare Food at Home. Ways to keep down the cost of food and still be well fed.</p>	<ol style="list-style-type: none"> 1. List some good meat substitutes. Give your reasons why they are good substitutes. 2. Give reasons why milk is important for adults as well as children.

Content	Teaching Procedures and Suggested Activities
<p>Importance of including milk for all members of the family.</p> <p>The value of a garden.</p> <p>How food values are lost in cooking.</p> <p>Sharing responsibility for the preparation of food at home.</p>	<ol style="list-style-type: none"> 3. Discuss what you can do to help plan and care for the family garden. 4. Make a report on how to retain food values in cooking foods.
<p>K. Our Dependence Upon Oxygen.</p> <p>Food is of no value to the body without oxygen.</p> <p>Oxygen is delivered to the cells by the combined work of our breathing and blood systems.</p> <p>Our control stations:</p> <p>Located in the brain are nerve centers that control the rate of breathing and the speed of the heart beats.</p> <p>The oxygen debt:</p> <p>In strenuous exercise wastes collect in the tissues because oxygen cannot be delivered fast enough to burn them completely.</p> <p>The breathing organs prepare air for its use in the body.</p> <p>The importance of good ventilation in homes, school and other buildings.</p>	<ol style="list-style-type: none"> 1. Show that the life of every cell is dependent upon oxygen. Relate this to the metabolism of food within the cells. 2. By the use of drawings and charts explain how the lungs supply an enormous surface for transferring oxygen to blood. 3. Do a simple demonstration to show that carbon dioxide is produced by combustion. Show that we breathe out carbon dioxide. Explain how carbon dioxide in the blood influences the control stations. 4. Discuss such questions as: (a) Why does a sprinter breathe very fast for some time after he completes a run? (b) Why are rest periods essential in a fast game like basketball or hockey? (c) Why do muscles ache after unaccustomed exercise? (d) Why does fatigue make one slump and assume very poor posture? 5. Review the special structure in the nose for cleaning, warming and moistening air. 6. (a) Study the ventilation of your school. Can you suggest improvements? (b) What special features make an air-conditioned home? (c) Discuss factors in good ventilation. (d) Why is a warm-up period important before any co-ordinated activity?

GRADE IX—UNIT VIII—SAFETY ON THE ROAD

POINT OF VIEW

In our industrialized, highly mechanized society accidents take a tremendous toll of life. They assume a top-ranking position as causes of death and disability in the school ages. Feats of heroism and thrilling adventures are especially appealing to young people. A good school safety program aims to use constructively the craving for excitement and the love of adventure. For small children a distinction is made between "good adventures" and "bad adventures." For students in high school grades emphasis is laid on the stupidity of spoiling a good time, or allowing one's self to be taken out of the running, temporarily or permanently, for lack of "know-how" in doing things.

This unit outlines safety education with specific emphasis at the different grade-levels on special areas, such as the home, the school and the highways. The teacher, however, should use her own judgment in teaching safety measures that are important in safeguarding the lives of the children in her class, keeping in mind the potential dangers in their activities and environment. General principles of first-aid should be closely correlated with safety education. Time should be taken for demonstrations and practice in simple first-aid procedures.

GRADE IX

Highway safety which is stressed in Grade IX is a particularly important part in school safety education. Problems should be attacked in a scientific way with an analysis of why accidents occur and a consideration of prevention in terms of vehicle and road construction, highway regulations, and personal behavior. Again, this section should be adapted to the particular needs of the community since there will be a considerable difference in the approach in urban centers from that in rural areas. Illustrative material is valuable in this section of the unit and many good films are available. The teacher should investigate the materials supplied free of charge by the Alberta Motor Association and the Alberta Safety Council.

Note: See page 81 (Grade VII, Unit VIII) for the overall point of view.

SPECIFIC OBJECTIVES FOR THIS UNIT**Understandings**

As an outcome of the work in this unit the students should have acquired the following understandings:

1. Each person has responsibility for learning how to prevent accidents.
2. The waste resulting from accidents can be lessened by the application of knowledge and common sense.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities and habits:

1. The habit of applying safety rules on the street and highways.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Responsibility for doing his share in the prevention of accidents.
2. Appreciation that the application of safety principles will assist in making the community a safer place in which to live.

REFERENCES

Pamphlets on Safety from Alberta Motor Association and Alberta Safety Council.

Health Through Science, Pp. 207-224.

OUTLINE OF UNIT VIII

- A. Safety for Pedestrians
- B. Dangers Created by, and Dangers to Cyclists
- C. One's Responsibility to Become a Safe Driver
- D. Common Sense of Accidents.

GRADE IX—UNIT VIII—SAFETY ON THE ROAD

(Suggested time allotment 4-5 weeks)

Content	Teaching Procedures and Suggested Activities
<p>A. Safety for Pedestrians.</p> <p>What the pedestrian needs to know and practice in walking on highways, in coping with traffic, in crossing streets, etc.</p>	<ol style="list-style-type: none"> 1. Develop a set of rules for pedestrians. 2. Analyze current news reports of accidents. 3. Discuss special hazards in crossing streets or walking on highways at night. 4. Discuss your school safety patrol. Can you suggest ways it could be improved? 5. Discuss care in traffic at exceptional times, e.g., when in a hurry, when carrying an umbrella or bundles, when streets are slippery, etc.

Content	Teaching Procedures and Suggested Activities
<p>B. Dangers Created by Cyclists, and Dangers to Cyclists.</p>	<ol style="list-style-type: none"> 1. Develop a list of traffic rules for cyclists. 2. Send to the Alberta Safety Council for "Safe-Lite Kit" and also for "Bike Riders' Safety Code." 3. From your experience in riding a bicycle set down a list of hazards and how to avoid them.
<p>C. One's Responsibility to Become a Safe Driver.</p> <p>Learning the rules of the road.</p> <p>Knowing how to operate a car safely.</p> <p>Realization of a driver's responsibility to others.</p> <p>Developing driving integrity that puts safety above thrills, dares and showing off.</p> <p>Good manners in driving.</p>	<ol style="list-style-type: none"> 1. Find out about, and give a report on organizations that sponsor safe driving training. 2. Send to the Alberta Safety Council for such pamphlets as <i>Motor Manners</i>, <i>Speed Kills</i>, <i>Good Driving Practices</i>. Read and discuss these pamphlets. 3. Discuss common road hazards, e.g., curves, hills, parked cars, loose gravel, etc. Stress importance of knowing the meaning of road signs, significance of "slow" zones and "stop" streets. 4. Obtain the Alberta Traffic and Safety Guide. Discuss the rules set down therein.
<p>D. Common Causes of Accidents.</p> <p>Excessive speed, poor roads, climatic condition, mechanical failure, fatigue, alcohol, poor judgment, headlight glare, etc.</p>	<ol style="list-style-type: none"> 1. Make a set of posters showing the common causes of highway accidents. 2. Discuss how to make driving safer in Alberta. 3. Conduct a panel discussion on the high rate of motor accidents among youthful drivers. 4. Discuss such terms as: "road-hog," "over-driving your head-lights," "bumper-chasing," "riding the clutch." 5. Teachers should relate the problems of the driver and pedestrian to the cyclist. 6. Discuss personality factors in the "accident-prone" driver.

Content	Teaching Procedures and Suggested Activities
	<ol style="list-style-type: none"><li data-bbox="459 218 970 304">7. All drivers should be familiar with the parts of a car that are likely to cause accidents. Discuss these.<li data-bbox="459 321 970 406">8. Draw graphs showing distance required to stop a car at different speeds.<li data-bbox="459 423 970 508">9. Conduct a test on traffic rules similar to one a person might face in applying for a driver's license.

GRADE IX—UNIT IX—EDUCATION AND THE
WORLD OF WORK
POINT OF VIEW

This unit is an attempt to help students adjust to the future world of work by establishing good work habits, surveying local jobs, and considering the choice of a career. The value of education and training should be stressed. There should be no attempt to direct the student to a specific career. Rather, he should be given information and encouraged to make up his own mind with the help of his parents.

GRADE IX

This unit presents an overall picture of job fields and occupational opportunities and of the factors that one should consider in selecting a career. The situation in Alberta should receive particular attention. Stress should be placed upon the advantages accruing to the individual through continued education and the desirability of fostering proper attitudes toward work. The material in this unit should help to stimulate the student to begin his career planning.

Note: See page 85 (Grade VII, Unit IX) for the overall point of view.

SPECIFIC OBJECTIVES FOR THIS UNIT

Understandings

As an outcome of the work in this unit the students should have acquired the following understandings:

1. Knowledge of the job world, particularly in Alberta, is important in long-range vocational planning.
2. Adequate preparation and planning are desirable for successful career selection.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities and habits:

1. The ability to evaluate in terms of his possible career choice.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Responsibility for sound vocational planning.
2. Willingness to contribute his best in any job situation.

REFERENCES

- Personality and School*, Ch. 41-49.
Four-Square Planning for Your Career, Ch. 1-3, 6-12, 14.

OUTLINE OF UNIT IX

SECTION I—PLANNING

- A. Fields of Occupation
- B. The Importance of Unskilled Labor.

SECTION II—JOB OPPORTUNITIES

- A. Major Industries in Alberta
- B. Supply and Demand in Jobs
- C. Opportunities for the Physically Handicapped.

SECTION III—FACTORS IN SUCCESS

- A. The Qualities Apparent in Successful People
- B. Personal Qualifications
- C. Success in School Work.

SECTION IV—TRAINING REQUIRED

- A. Part-time Work
- B. Standardized Tests and Interest Tests
- C. Aptitudes for Various Jobs.

SECTION V—THE DIGNITY OF LABOR

- A. All Work Demands Respect
- B. Collective Bargaining.

SECTION VI—APPLYING FOR A JOB

- A. Appearance, References, and the Techniques of an Interview.

SECTION VII—ASSISTANCE IN GETTING A JOB

- A. National Employment Service, the Want Ad, and Adult Assistance.

SECTION VIII—PROGRESS ON THE JOB

- A. Ways to Increase Knowledge and Understanding
- B. Factors in Promotion
- C. Team Performance
- D. Reasons for Discharge.

GRADE IX—UNIT IX—EDUCATION AND THE WORLD OF WORK

(Suggested time allotment 4-5 weeks)

NOTE: The work on this unit should attempt to show the relationship of continued education and training to job possibilities and job success.

SECTION I—PLANNING

Content	Teaching Procedures and Suggested Activities
<p>A. Fields of Occupation. References: <i>Canada Year Book</i> <i>Four-Square Planning</i> <i>For Your Career</i> Chapter 10.</p>	<p>1. Discuss with the class the fields of occupations as defined by the Dominion Census.</p>
<p>B. The Importance of Unskilled Labor. Reference: <i>Four-Square Planning</i> <i>For Your Career</i> Chapter 11.</p>	<p>1. Discuss with the class the importance of unskilled labor.</p>

SECTION II—JOB OPPORTUNITIES

Content	Teaching Procedures and Suggested Activities
<p>A. Major Industries in Alberta. References: <i>Occupational Trends and Employment Opportunities</i> March, 1952, (free), Department of Education. Employment Bulletin, National Employment Service. Obtainable from Department of Education. <i>Personality and School</i> Ch. 43-48.</p>	<p>1. Appoint a committee to examine and report on the professional and semi-professional occupations that exist in Alberta.</p> <p>2. Examine and report on the kinds of skilled labor industries require.</p> <p>3. List Alberta's major industries and indicate in which of these the demand for labor is increasing.</p>
<p>B. Supply and Demand in Jobs. Reference: <i>Personality and School</i> Pp. 303-5. Canadian figures per capita will be approximately the same as American.</p>	<p>1. Illustrate the meaning of the term "supply and demand" by explaining its application to any familiar commercial commodity.</p> <p>2. Appoint committees to investigate the situation with respect to two occupations, such as teaching and merchandising. Have the pupils attempt to account for their findings.</p>

Content	Teaching Procedures and Suggested Activities
<p>C. Opportunities for the Physically Handicapped. Reference: <i>Occupational Trends and Employment Opportunities</i> March 1952.</p>	<ol style="list-style-type: none"> 3. List factors that exert influence on local conditions of supply and demand in labor. 1. List the major physical handicaps that affect people, and consider the kinds of work performed by people with those handicaps. See Unit III, Section D for government assistance to handicapped children. 2. Discuss the following statement: "In some kinds of work the physically handicapped can perform tasks just as well as if not better than those without handicaps."

Evaluation Devices

1. Prepare a fairly complete list of jobs available to students. Have the students consider the basic educational level that is considered desirable for each job.
2. For review purposes have the students illustrate their understanding of the law of supply and demand by reference to the agricultural industry. Investigate several branches.
3. As a summary for the discussion on the employment for physically handicapped prepare a master chart of the kinds of work these people could do, e.g.—the blind and visually handicapped, the hard of hearing, the paraplegic (partially paralyzed), those with heart trouble, cerebral palsy and poliomyelitis.

SECTION III—FACTORS IN SUCCESS

Content	Teaching Procedures and Suggested Activities
<p>A. The Qualities Apparent in Successful People.</p>	<ol style="list-style-type: none"> 1. Each student might select two local people who are known to be successful in their occupations and list the apparent qualities each possesses that help to account for such success. The names of these people should not be given.

Content	Teaching Procedures and Suggested Activities
<p>B. Personal Qualifications References: <i>Personality and School</i> Ch. 41, 42. <i>Four-Square Planning</i> <i>For Your Career</i> Ch. 2, 9.</p>	<ol style="list-style-type: none"> 1. Have the class list the personal qualities that are generally responsible for lack of success. 2. Ask each student to list the personal factors that he considers important in selecting a job. Ask each to rate himself or herself in terms of these factors and the degree in which they are possessed.
<p>C. Success in School Work. References: <i>Personality and School</i> Chapter 49. <i>Four-Square Planning</i> <i>For Your Career</i> Chapter 1.</p>	<ol style="list-style-type: none"> 1. Ask the students to present evidence to indicate their possible degree of success "on the job" insofar as their school work is concerned. 2. Develop clear understanding of the need for education and training in terms of possible career choice.

Evaluation Devices

1. Prepare a test by listing the qualities needed for any two occupations common to the Alberta economy such as Farming and Storekeeping. Add a number of irrelevant statements and have the pupils draw lines through them. On completion, discussion will show where pupils have erred in selection.
2. Prepare an objective test on the qualities leading to success, and lack of success, in a vocation.
3. Prepare a number of statements that indicate reasons for lack of job success. Intersperse statements of qualities leading to success. Ask the students to write down all the statements and to tick off those that are negative or lead to lack of success on the job.

SECTION IV—TRAINING REQUIRED

Content	Teaching Procedures and Suggested Activities
<p>A. Part-time work.</p>	<ol style="list-style-type: none"> 1. Discuss with the class the qualities common to most occupations. 2. Have the class appoint a job-selection committee to analyze the job possibilities in the community for part-time work (after school or Saturday). The committee can present its report and obtain additional suggestions.

Content	Teaching Procedures and Suggested Activities
<p>B. Standardized Tests and Interest Tests.</p> <p>Reference:</p> <p><i>Four-Square Planning For Your Career</i></p> <p>Ch. 6, 7.</p>	<ol style="list-style-type: none"> 3. Ask each member of the class to list some duties and responsibilities that students could expect to assume in various kinds of part-time work. 4. Discuss with the class the harmful effects of, or bad habits that might possibly result from such work. <ol style="list-style-type: none"> 1. Discuss with the class the purpose of standardized tests and interest inventories in sufficient detail only for them to understand the general principles. 2. Select those students of more mature years and ask them to complete an interest inventory such as the Kuder Preference Record. Select one of the complete inventories and discuss with the class the strong areas indicated on the profile and the possible jobs that combinations of interest indicate should be investigated. The consent of the student concerned should first be obtained.
<p>C. Aptitudes for Various Jobs.</p> <p>References:</p> <p>Secondary reference, <i>One Hundred Guidance Lessons</i>, is useful.</p> <p><i>Four-Square Planning For Your Career</i></p> <p>Ch. 3, 8.</p>	<ol style="list-style-type: none"> 1. Examine with the class in detail the various skills and abilities required by a particular aptitude, such as mechanical aptitude. This list should be carefully compiled so that students will see the need for a careful examination of job requirements. 2. Discuss with the class various definitions of the term "occupational misfit." Have them list the personal qualities of the occupational misfit, and factors that may have contributed to this condition. 3. A committee of students could be asked to interview the owner of a business or the personnel manager of a large firm to determine from him what steps might be taken to reduce the possibility of a person becoming an occupational misfit.

Content	Teaching Procedures and Suggested Activities
	<ol style="list-style-type: none"> 4. Have the class divided into committees to carry out the following assignments: <ol style="list-style-type: none"> (a) What jobs would we place in a list of those that might be beyond our capabilities? (b) Why should we be willing to accept kinds of work that offer wider fields of interest and experience? (c) What advantages do we receive from well-organized planning for our chosen career? (d) Why should we complete, if possible, our high school education?

Evaluation Devices

1. Prepare a check list for student use of the factors and conditions of work about which a person interested in employment should have information. Include in the list irrelevant factors so that the students may be encouraged to think through each item carefully.
2. Ask the class to prepare a list of factors that the student should keep in mind in selecting out-of-school work and number these factors according to their importance.

SECTION V—THE DIGNITY OF LABOR

Content	Teaching Procedures and Suggested Activities
A. All Work Demands Respect.	<ol style="list-style-type: none"> 1. Discuss the topic: "All jobs are important." 2. "The truth is that in human service there is no low or high degree; the woman who scrubs is as worthy of respect as the man who preaches." (Elbert Hubbard). Provide for class discussion of this quotation.
B. Collective Bargaining.	<ol style="list-style-type: none"> 1. Appoint a committee to investigate and report on the term, "Collective bargaining." Information can be obtained from the manual <i>Our Provincial Government</i>, or from the Department of Industries and Labor, Edmonton.

Evaluation Devices

Assign a paragraph beginning with the following topic sentence, "The individual is judged by the way he does a job, not by the kind of job he has."

SECTION VI—APPLYING FOR A JOB

Content	Teaching Procedures and Suggested Activities
A. Appearance, References and the Techniques of an Interview.	<ol style="list-style-type: none"> 1. Select two girls to demonstrate correct and incorrect dress, accessories, and make-up for job seeking. Have the class criticize the make-up, dress and deportment of the applicants. 2. Ask the class to prepare letters of reference in order that they can understand what such letters should contain, their proper use, how to solicit references, and how to express appreciation for these references. 3. The class should list points to be observed in creating both a good and bad impression during the course of the interview. 4. Have the class prepare a chart showing desirable and undesirable qualities in an employee. 5. Dramatize with members of the class an interview with a prospective employer. Have the class criticize the dramatization. 6. Ask the class to prepare letters of application for various jobs. Attention should be paid to the value of correct form since such a letter is often the only means that the prospective employer has initially for sorting out applicants.

Evaluation Devices

1. Prepare a check list of the steps to be taken in preparing for a job interview. Add a number of irrelevant points. Ask students to mark the pertinent ones only and score

the results. Students should compare their ratings with the possible score.

2. Write up a hypothetical interview that contains many obvious mistakes. Ask the students to rewrite the interview eliminating as many mistakes as possible. Prepare a scoring "key" against which students can rate their efforts.

SECTION VII—ASSISTANCE IN GETTING A JOB

Content	Teaching Procedures and Suggested Activities
A. National Employment Service, the Want Ad, and Adult Assistance.	<ol style="list-style-type: none"> 1. Obtain information about the National Employment Services by writing the nearest office. (Offices are located in Edmonton, Calgary, Red Deer, Lethbridge, Medicine Hat, Drumheller, Blairmore, Edson, and for the Peace River Block, Dawson Creek, B.C.) 2. Make a list of the people who can assist you in obtaining a job and list the various ways in which each of these can render assistance. 3. Have pupils criticize "ads" found in periodicals and daily newspapers to see whether errors or omissions may be found. Have them rewrite correctly each "ad" which obviously does not conform with what is accepted as proper. 4. Discuss "situations wanted" and "situations vacant" advertisements for various positions. Ask the class to prepare "ads" for hypothetical positions.

Evaluation Devices

Prepare two "want ads," one for a job wanted and the other for an available job. Introduce material into the "want ads" that is extraneous or irrelevant and have the students rewrite the "ads" as correctly as possible.

Content	Teaching Procedures and Suggested Activities
<p>A. Ways to Increase Knowledge and Understanding.</p> <p>Reference:</p> <p><i>Four Square Planning For Your Career</i></p> <p>Chapter 12.</p>	<ol style="list-style-type: none"> 1. Ask each student to suggest three ways in which a person can develop or increase interest in the work he is doing. 2. The group could select a committee of three boys to complete the assignment: "If Tom Smith were employed as a salesman for a line of automatic equipment, what advantage would it be to him to know the details of construction and manufacturing that enter into the production of the equipment he sells? How might he gain a better knowledge of the equipment?"
<p>B. Factors in Promotion.</p> <p>Reference:</p> <p><i>Four Square Planning For Your Career</i></p> <p>Chapter 14.</p>	<ol style="list-style-type: none"> 1. Have a class prepare a chart listing the various factors that have a bearing on promotion, and ask them to weigh each of these factors in terms of increasing value from 1 to 5 for each factor. See Unit II for possible relationships to health. 2. Discuss the possible reaction of an individual when he is "passed up" for promotion. Suggestions may be offered by the class as to the means of overcoming the disappointment and benefiting (indirectly) by the experience.
<p>C. Team Performance.</p>	<ol style="list-style-type: none"> 1. Have the class choose committees to study the effects of team performance in three occupations where team effort is important in getting the job done, e.g., the part that each member of a train crew, from engineer to brakeman, performs in "delivering the goods."
<p>D. Reasons for Discharge.</p>	<ol style="list-style-type: none"> 1. Have each student outline what he thinks his reaction would be to discharge. He should know to whom he can go for advice and suggestion. Encourage him to appreciate that he can profit from such an experience when he obtains other jobs.

Content	Teaching Procedures and Suggested Activities
	2. Discuss with the class reasons why people may be discharged from their jobs.

Evaluation Devices

Prepare a true-false test of statements listing the factors that influence promotion. Include in the statements some of the factors that might cause discharge. Have the students score their answers against a key and provide for discussion of the results in class.

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